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ABSTRACT

The Continuation Education System Development Project technical report of appendix tables includes: (1) a bibliography; (2) letters to schools; (3) the initial in-service training program of Valley staff; (4) data of a teacher evaluation survey; (5) instructional preference scale data; (6) meaning of words inventory data; (7) a physical profile; (8) a sociological questionnaire; (9) recorded historical information; and (10) school nurse data. (See CG 004 283, CG 004 401, CG 004 403, and CG 004 409). The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (Author/KJ)

ED034216

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
project director

TECHNICAL REPORT

APPENDIX 1.1
TABLES

LA PUENTE UNION
HIGH SCHOOL DISTRICT
La Puente, California

1968

CG 004402

TABLES

ED034216

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TABLE I

BIBLIOGRAPHY

TABLE 1

BIBLIOGRAPHY

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TABLE II

STATISTICS

1. Statistical Formulas
2. Statistical Tests
3. Tables for the determination of the difference between two percentages
4. Table of "key numbers" to assist in determining the significance of differences in percentages
5. Table of minimum percentages significant at the five percent and one percent levels

TABLE II, 1

STATISTICAL FORMULAS

1. MEAN:

$$\bar{X} = \frac{\Sigma X}{N}$$

X = raw score
N = total number of raw scores
Σ = sum

2. STANDARD DEVIATION:

$$s_x \sqrt{\frac{\Sigma X^2}{N} - \bar{X}^2}$$

3. PEARSON'S CORRELATION COEFFICIENT:

$$r_{xy} = \frac{\frac{\Sigma XY}{N} - \overline{XY}}{\sqrt{\left(\frac{\Sigma X^2}{N} - \bar{X}^2\right)\left(\frac{\Sigma Y^2}{N} - \bar{Y}^2\right)}}$$

X = raw scores on variable X
$\bar{X}$ = mean score on variable X
Y = raw scores on variable Y
$\bar{Y}$ = mean score on variable Y

TABLE II, 2

STATISTICAL TESTS

A. X^2 Analysis

Formula: $X^2 = \sum \frac{(O - e)^2}{e}$, df = (no. rows-1)(no. columns-1)

where O = observed frequency of scores in a partitioned interval

e = expected frequency of scores in a partitioned interval

Purpose: Determination of level of significance of differences in test scores between samples. This test is especially useful in examining differences between samples which are not normally distributed.

B. t test for significance of Pearson's r correlation coefficients

Formula: $t = \frac{r\sqrt{n - 2}}{\sqrt{1 - r^2}}$

where r = the observed sample value of the correlation coefficient

n = the number of pairs of observations in the sample.

TABLE II, 3

Los Angeles County Superintendent of Schools
Division of Research and Guidance

TABLES FOR THE DETERMINATION OF THE DIFFERENCE BETWEEN TWO PERCENTAGES BY MEANS OF THE POOLED CRITICAL RATIO FORMULA

Step 1. Find "key number" corresponding to N_1 and N_2.

(This number equals the minimum percentage for 5% level when $\hat{P} = 50\%$)

Step 2. Locate appropriate table of minimum per cent differences between percentages, significant at 5% and 1% levels.

Note that each table corresponds to a particular key number.

Step 3. Read table for row corresponding to $\hat{P}$ value.

Find minimum per cent under 5% or 1% columns.

$$\hat{P} = \frac{N_1 P_1 + N_2 P_2}{N_1 + N_2}$$

$$\hat{Q} = 100\% - \hat{P}$$

Example: $N_1 = 48$ $N_2 = 175$ $P_1 = 85\%$ $P_2 = 70\%$ $\hat{P} = \frac{48 \times 85 + 175 \times 70}{48 + 175} = 73$

$\hat{Q} = 100 - 73 = 27$
not needed

Key number for $N_1 = 50$, $N_2 = 170$ is $\underline{\underline{16}}$

On table of minimum percentages find $\hat{P} = 73$ in row containing $\hat{P} = 71 - 75$ -- under key number 16, 5% value = 14%
1% value = 19%

$P_1 - P_2 = 85 - 70 = 15\%$

Therefore, difference is significant at 5% level.

Reproduced and adapted from tables by D. Welty Lefever, University of Southern California, and with his kind permission.

TABLE II, 4

TABLE OF "KEY NUMBERS" TO ASSIST IN DETERMINING THE SIGNIFICANCE OF DIFFERENCES IN PERCENTAGES

N_1

N_2	10	12	15	17	20	22	25	30	35	40	45	50	55	60	65	70	75	80	90	100	110	120	130	150	170	200	250	300	400	500	600	750	1000
10	44	42	40	39	38	37	37	36	35	35	34	34	34	34	33	33	33	33	33	33	33	32	32	32	32	32	32	32	31	31	31	31	31
12	42	40	38	37	36	35	34	34	33	32	32	32	31	31	31	31	31	30	30	30	30	30	30	29	29	29	29	29	29	29	29	29	28
15	40	38	36	35	34	33	32	31	30	30	29	29	29	28	28	28	28	28	27	27	27	27	27	27	27	26	26	26	26	26	26	26	26
17	39	37	35	33	32	32	31	30	29	29	28	28	27	27	27	27	26	26	26	26	26	25	25	25	25	25	25	24	24	24	24	24	24
20	38	36	34	32	31	30	29	28	27	27	26	26	26	25	25	25	25	25	24	24	24	24	24	23	23	23	23	23	23	22	22	22	22
22	37	35	33	32	30	30	29	28	27	26	26	25	25	24	24	24	24	24	23	23	23	23	23	23	22	22	22	22	21	21	21	21	21
25	37	34	32	31	29	29	28	27	26	25	24	24	24	23	23	23	23	23	22	22	22	22	22	21	21	21	21	20	20	20	20	20	20
30	36	34	31	30	28	28	27	25	25	24	23	23	23	22	22	21	21	21	21	20	20	20	20	20	19	19	19	19	19	18	18	18	18
35	35	33	30	29	27	27	26	25	23	23	22	22	21	21	21	20	20	20	20	19	19	19	19	18	18	18	18	18	17	17	17	17	17
40	35	32	30	29	27	26	25	24	23	22	21	21	20	20	20	19	19	19	19	18	18	18	18	18	17	17	17	17	16	16	16	16	16
45	34	32	29	28	26	26	24	23	22	21	21	20	20	19	19	19	19	18	18	18	17	17	17	17	17	16	16	16	15	15	15	15	15
50	34	32	29	28	26	25	24	23	22	21	20	20	19	19	18	18	18	18	17	17	17	17	16	16	16	16	15	15	15	15	14	14	14
55	34	31	29	27	26	25	24	23	21	20	20	19	19	18	18	18	18	17	17	17	16	16	16	16	15	15	15	14	14	14	14	14	13
60	34	31	28	27	25	24	23	22	21	20	19	19	18	18	18	17	17	17	16	16	16	16	15	15	15	14	14	14	14	13	13	13	13
65	33	31	28	27	25	24	23	22	21	20	19	18	18	18	17	17	17	16	16	16	15	15	15	15	14	14	14	13	13	13	13	13	12
70	33	31	28	27	25	24	23	21	20	19	19	18	18	17	17	17	16	16	16	15	15	15	15	14	14	14	13	13	13	13	13	12	12
75	33	31	28	26	25	24	23	21	20	19	19	18	18	17	17	16	16	16	15	15	15	14	14	14	14	13	13	13	12	12	12	12	11
80	33	30	28	26	25	24	23	21	20	19	18	18	17	17	16	16	16	16	15	15	14	14	14	14	13	13	13	12	12	12	12	12	11
90	33	30	27	26	24	23	22	21	20	19	18	17	17	16	16	16	15	15	15	14	14	14	13	13	13	13	12	12	12	11	11	11	10
100	33	30	27	26	24	23	22	20	19	18	18	17	17	16	16	15	15	15	14	14	14	13	13	13	12	12	12	11	11	11	11	11	10
110	33	30	27	26	24	23	22	20	19	18	17	17	16	16	15	15	15	14	14	14	13	13	13	12	12	12	11	11	11	10	10	10	9
120	32	30	27	25	24	23	22	20	19	18	17	17	16	16	15	15	14	14	14	13	13	13	13	12	12	11	11	11	10	10	10	10	9
130	32	30	27	25	24	23	22	20	19	18	17	16	16	15	15	15	14	14	13	13	13	13	12	12	12	11	11	10	10	10	10	9	9
150	32	29	27	25	23	23	21	20	18	18	17	16	16	15	15	14	14	14	13	13	12	12	12	11	11	11	10	10	9	9	9	9	8
170	32	29	27	25	23	22	21	19	18	17	17	16	15	15	14	14	14	13	13	12	12	12	12	11	11	10	10	9	9	9	9	8	8
200	32	29	26	25	23	22	21	19	18	17	16	16	15	14	14	14	13	13	13	12	12	11	11	11	10	10	9	9	9	8	8	8	7
250	32	29	26	25	23	22	21	19	18	17	16	15	15	14	14	13	13	13	12	12	11	11	11	10	10	9	9	9	8	8	8	7	7
300	32	29	26	24	23	22	20	19	18	17	16	15	14	14	13	13	13	12	12	11	11	11	10	10	9	9	9	8	8	7	7	7	7
400	31	29	26	24	23	21	20	19	17	16	15	15	14	14	13	13	12	12	12	11	11	10	10	9	9	9	8	8	7	7	6	6	6
500	31	29	26	24	22	21	20	18	17	16	15	15	14	13	13	13	12	12	11	11	10	10	10	9	9	8	8	7	7	6	6	6	5
600	31	29	26	24	22	21	20	18	17	16	15	14	14	13	13	13	12	12	11	11	10	10	10	9	9	8	8	7	6	6	6	5	5
750	31	29	26	24	22	21	20	18	17	16	15	14	14	13	13	12	12	12	11	11	10	10	9	9	8	8	7	7	6	6	5	5	5
1000	31	28	26	24	22	21	20	18	17	16	15	14	13	13	12	12	11	11	10	10	9	9	9	8	8	7	7	7	6	5	5	5	4

TABLE II, 5

TABLE OF MINIMUM PERCENTAGES SIGNIFICANT AT THE 5 PER CENT AND 1 PER CENT LEVELS

	Key Numbers																			
	5		6		7		8		9		10		11		12		13		14	
P̂	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%	5%	1%
40-60	5	7	6	8	7	9	8	11	9	12	10	13	11	14	12	16	13	17	14	18
35-39 OR 61-65	5	6	6	8	7	9	8	10	9	11	10	13	11	14	12	15	13	16	14	18
30-34 OR 66-70	5	6	6	7	7	9	7	10	8	11	9	12	10	13	11	15	12	16	13	17
25-29 OR 71-75	4	6	5	7	6	8	7	9	8	11	9	12	10	13	11	14	12	15	12	16
20-24 OR 76-80	4	5	5	7	6	8	7	9	7	10	8	11	9	12	10	13	11	14	12	15
15-19 OR 81-85	4	5	5	6	5	7	6	8	7	9	8	10	8	11	9	12	10	13	11	14
10-14 OR 86-90	3	4	4	5	5	6	5	7	6	8	7	9	7	9	8	10	8	11	9	12
5- 9 OR 91-95	3	3	3	4	4	5	4	5	5	6	5	7	6	7	6	8	7	9	7	9
	15		16		17		18		19		20		21		22		23		24	
40-60	15	20	16	21	17	22	18	24	19	25	20	26	21	28	22	29	23	30	24	32
35-39 OR 61-65	14	19	15	20	16	22	17	23	18	24	19	25	20	27	21	28	22	29	23	30
30-34 OR 66-70	14	18	15	20	16	21	17	22	18	23	19	25	20	26	21	27	21	28	22	29
25-29 OR 71-75	13	18	14	19	15	20	16	21	17	22	18	23	19	25	20	26	20	27	21	28
20-24 OR 76-80	12	16	13	17	14	18	15	20	16	21	17	22	17	23	18	24	19	25	20	26
15-19 OR 81-85	11	15	12	16	13	17	14	18	14	19	15	20	16	21	17	22	17	23	18	24
10-14 OR 86-90	10	13	10	14	11	15	12	15	12	16	13	17	14	18	14	19	15	20	16	20
5- 9 OR 91-95	8	10	8	11	9	11	9	12	10	13	10	13	11	14	11	15	12	15	12	16
	25		26		27		28		29		30		31		32		33		34	
40-60	25	33	26	34	27	35	28	37	29	38	30	39	31	41	32	42	33	43	34	45
35-39 OR 61-65	24	32	25	33	26	34	27	36	28	37	29	38	30	39	31	41	32	42	33	43
30-34 OR 66-70	23	31	24	32	25	33	26	34	27	36	28	37	29	38	30	39	31	40	32	42
25-29 OR 71-75	22	29	23	30	24	32	25	33	26	34	27	35	28	36	28	37	29	39	30	40
20-24 OR 76-80	21	27	22	28	22	29	23	30	24	32	25	33	26	34	26	35	27	36	28	37
15-19 OR 81-85	19	25	20	26	20	27	21	28	22	29	23	30	23	31	24	32	25	33	26	34
10-14 OR 86-90	16	21	17	22	18	23	18	24	19	25	20	26	20	26	21	27	21	28	22	29
5- 9 OR 91-95	13	17	13	17	14	18	14	19	15	19	15	20	16	21	16	21	17	22	17	23
	35		36		37		38		39		40		41		42		43		44	
40-60	35	46	36	47	37	49	38	50	39	51	40	53	41	54	42	55	43	57	44	58
35-39 OR 61-65	34	44	35	46	36	47	37	48	38	49	39	51	40	52	41	53	42	55	42	56
30-34 OR 66-70	33	43	34	44	34	45	36	47	36	48	37	49	38	50	39	51	40	53	41	54
25-29 OR 71-75	31	41	32	42	33	43	34	44	35	46	36	47	36	48	37	49	38	50	39	51
20-24 OR 76-80	29	38	30	39	31	40	31	41	32	42	33	44	34	45	35	46	36	47	36	48
15-19 OR 81-85	26	35	27	36	28	37	29	38	29	38	30	39	31	40	32	41	32	42	33	43
10-14 OR 86-90	23	30	23	31	24	32	25	32	25	33	26	34	27	35	27	36	28	37	29	38
5- 9 OR 91-95	18	23	18	24	19	25	19	25	20	26	20	27	21	27	21	28	22	29	22	29

JCG:em

TABLE III

LETTER TO SCHOOLS

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRIC**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

TABLE III

LETTER TO SCHOOLS IN LA PUENTE UNION HIGH SCHOOL DISTRICT REQUESTING STUDENT RECORDS AND HISTORICAL INFORMATION

March 13, 1968

Mr. Geno A. Dezzutti, Principal
Los Altos High School

Dear Mr. Dezzutti:

The attached student roster is an alphabetical listing of all students referred to Valley High School by Los Altos High School.

Will you please assist us in collecting historical data on these students by verifying that all records of referred students have been forwarded to Valley High School?

Should you find that your school still possesses records of referred continuation students, please forward all pertinent information to me at the Continuation Education System Development Project office. If it would be easier to have the records collected, simply phone 968-3791 and I will pick up the information. Thank you for your cooperation.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/js

cc: All principals
La Puente Union High School District

TABLE IV

INITIAL IN-SERVICE TRAINING OF VALLEY STAFF

1. Letter arranging initial meeting with Valley High School Faculty
2. Agenda

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE IV, 1

LETTER ARRANGING INITIAL MEETING WITH VALLEY HIGH SCHOOL FACULTY

To: Valley High School Staff
Date: March 19, 1968
Subject: Faculty Meeting
From: Alan Jensen

There will be a faculty meeting for all Valley High School staff on Wednesday and Thursday, March 20 and 21st from 11:30 to 12:30.

The Agenda:

1. Introduction of Research Assistants
    a. Judy Blase
    b. Rick Brockway
    c. Frank Deluca
    d. Nora Jacobs
    e. Gail Montwell
    f. Mr. Sanchez
2. "In-service" familiarization with Continuation Education System Development Project procedure and evaluative instruments to be employed.

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056)

TABLE IV, 2

AGENDA

Faculty Meeting - March 20, 1968

1. Explanation of overall testing procedure.
    a. Its relationship to the Continuation Education System Development Project.
    b. Its importance to the Project, the school, and the student.
    c. The first step in drawing together the teachers, the students and the Project in a joint effort.
    d. The key to the entire testing procedure lies with each teacher.
    e. We need the help of every teacher to make this testing phase of the Project successful.
2. The tests themselves:
    a. Explain the tests to be used and why. (Do not pass out Scholastic Profile, Physical Profile and Psychological Profile yet.)
    b. Tests
        1) Scholastic Profile
            a) CAT (academic achievement)
            b) GATB (general educational development)
            c) Explain why these are being used.
        2) Physical Profile
            a) Explain why
            b) Explain nurses and their involvement.
        3) Psychological Profile
            a. Explain MOWI
            b. Explain Sociological Questionnaire.

4) Groupings

Explain

3. Procedures:

a. What we want teachers to do.

1) To be familiar with all tests that will be given

2) To be available to assist teacher aides in administering tests

3) To come for a two hour in-service training time at Project office tomorrow

a) This will familiarize you with tests

b) Project will pay unless you are on contract

4) Take an hour tonight (at Project expense) to take test.

b. The moves we will have to make and the testing schedule.

3-20-68 Wednesday - In-service training for faculty

3-21-68 Thursday - In-service training #2 at Project office

3-22-68 Friday - Testing begins - CAT (Scholastic Profile)

3-25-68 Monday - Psychological Profile

3-26-68 Tuesday - GATB

3-27-68 Wednesday - CAT

3-28-68 Thursday - GATB

3-29-68 Friday - Regroup

c. Moves

Thursday - 3-21-68 - T-1 - 10 a.m.- 3 p.m. (everyone else tests
11 a.m.-12 noon in own room)

Friday - 3-22-68 - T-2 - 10 a.m.- 3 p.m. (everyone else tests
11 a.m.-12 noon in own room)

Monday - 3-25-68 - T-3 - 3 p.m.- 5 p.m. (Test make up's for
Psychological Profile)

Tuesday - 3-26-68 - T-4 - 2 p.m.- 4 p.m. (Random day)
3 p.m.- 5 p.m.

Wednesday - 3-27-68 - T-5 - 3 p.m.- 5 p.m. (Davis' room for testing)

Thursday - 3-28-68 - T-6 - 2 p.m.- 4 p.m. (Random day)
3 p.m.- 5 p.m.

Friday - Regroup 3 p.m.- 5 p.m. (Davis' room for testing)

4. Review
    a. Need of teacher's help and cooperation
    b. Importance of this
    c. Need for them to be at Continuation Education System Development Project for training on Thursday
    d. Continuation Education System Development Project will pay for their time.

TABLE V

TEACHER INFORMATION MATRIX (TIM)

1. Explanatory letter to Valley High School faculty
2. Sample page of TIM
3. Teacher Evaluation of Student Academic Performance: Tally of TIM
4. Teacher Evaluations compared to WRAT scores
5. CAT Correlation

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
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- (213) 968-2114 or 336-6405

TABLE V, 1

EXPLANATORY LETTER TO VALLEY HIGH SCHOOL FACULTY

To: Faculty, Valley High School
Date: January 25, 1968

Subject: Information Matrix
From: J. Alan Jensen

As you know Valley High School is currently participating in a federal project. The goal is to develop a model instructional system.

Our first objective as educators of the continuation student is to determine, as accurately as possible, his current academic proficiency. To accomplish this task we need your individual help. As teachers you have daily interaction with the students. Will you please indicate (on the form provided), your personal estimate of each student.

Obviously, student attendance will have a direct effect on the validity of your estimate. However, please do not be concerned with "in-depth" accuracy as we are more concerned with your spontaneous opinion of a student's ability, ESPECIALLY READING LEVEL!

1. Definition of Matrix

   A. Student's name is located vertically on the abscissa.
   B. Information requested is located horizontally on the ordinate.

2. Procedure

   A. Locate students name and indicate with an (X) or write in that information which is pertinent (to that student), across the ordinate. For example, if Charlie Brown is a "non-attender" simply write in the information you have:

   Example: H - Sex --- Male
   J - Age --- 15.6 (years-months)
   K - Number of days in class --- O
   L - Aspirational level --- 1 x
   (SEE SAMPLE MATRIX ATTACHED)

You see, lack of information is also information. Now I know that Charlie Brown is a male, 15.6 years, and a non-attender without school aspiration.

   B. Helpful hints.

      1. Place a ruler under the name of each student as you locate them. (This will help you stay in the correct ordinate column.)

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Information Matrix (continued)

2. Arrange the ordinate so you can read the information variables.

3. Perform the needed response.

C. Should a student be enrolled in your class but not included on list, add the name and perform the required responses.

D. Explanation of terms used.

1. Elementary level:

   Grades one through four

2. Average level:

   Grades five through nine

3. Superior level:

   Grades ten through college

J.A.J.

/js

TABLE V, 2

S A M P L E

(The original Information Matrix was on 8¼ x 14 paper)

INFORMATION	A. Reading Level	1. Elementary	2. Average	3. Superior	B. Arithmetic Level	1. Elementary	2. Average	3. Superior	C. Written Expression	1. Elementary	2. Average	3. Superior	D. Oral Expression	1. Elementary	2. Average	3. Superior	E. Impulse Control	1. Immature	2. Average	3. Mature	F. Typical Reaction To Authority	1. Passive	2. Aggressive	3. Spontaneous Acceptance	G. Estimate of Intellectual Power	1. Dull	2. Average	3. Superior	H. Indicate Sex	1. Male	2. Female
Charlie Brown (Non-Attender)																														✓	
Hot Rod Harry (Occassional Attender)		✓													✓												✓			✓	
John Doe (Poor Attender)			✓					✓		✓				✓				✓					✓					✓		✓	
Sally Student (Active Attender)				✓		✓					✓					✓		✓				✓					✓				✓
*																															

* continued on side

I. Ethnic Ratio
  1. Mexican/American
  2. Negro
  3. Caucasian
  4. Oriental
  5. Other

J. Age -- Yrs. Mths.

K. No. days in Class

L. Aspirational Level
  1. None
  2. Poor
  3. Good

TABLE V, 3

TEACHER EVALUATION OF STUDENT ACADEMIC PERFORMANCE:

TALLY OF TIM

KEY:

Check - Red	Elementary
Cross - Blue	Average
Circle - Pencil	Superior Level
Small "N" - Pencil	Not evaluated

A. Reading Level:

Elementary - 160 = 38%
Average - 197 = 48%
Superior - 64 = 15%
421

B. Arithmetic Level:

Elementary - 123 = 47%
Average - 130 = 50%
Superior - 7 = 3%
260

C. Written Expression:

Elementary - 211 = 48%
Average - 173 = 40%
Superior - 49 = 12%
433

Total Elementary - 493 = 44%
Total Average - 500 = 45%
Total Superior - 120 = 11%

TOTAL: 1,113

TABLE V, 4

TEACHER EVALUATION[1] COMPARED TO WRAT SCORES

	Teacher Evaluation			WRAT*		
	Elementary[2]	Av.[3]	Superior[4]	Elem.	Av.	Sup.
Reading	38%	48%	15%	22%	67%	11%
Arithmetic	47%	50%	3%	2%	90%	8%
Written Exper.	48%	40%	12%	11%	83%	6%

[1] Ten teachers of Valley High School evaluated 190 students on January 4, 1968. More than 50% of those students participated in Continuation Education System Development Project testing for the reported comparison between teacher evaluation and student performance. This indicates that teachers underestimate performance levels of students at Valley High School.

[2] Elementary: grades 1-4.

[3] Average: grades 5-9.

[4] Superior: grades 10 and over.

*

CAT	Q1	Median	Q3
Total Reading	5.5	7.2	8.3
Total Arith.	6.1	6.8	7.7

TABLE V, 5

CAT CORRELATIONS[†]

		1	2	3	4	5	6	7	8	9
Sex	1									
Attendance	2	-.029*								
Ethnic	3	-.077*	-.132*							
Reading Vocabulary	4	.027*	-.063*	-.109*						
Reading Comprehension	5	-.034*	-.067*	-.190*	.705**					
Arithmetic Reasoning	6	-.167*	-.026*	-.170*	.509**	.675**				
Arithmetic Fundamentals	7	-.101*	-.050*	-.205*	.521**	.639**	.808**			
Mechanics of English	8	.220*	-.027*	-.050*	.653**	.606**	.546**	.614**		
Spelling	9	.208*	.034*	.093*	.707**	.560**	.381**	.457**	.643**	

[†] d.f. = 99
* .05 significance level; r = .230
** .01 significance level; r = .254

TABLE VI

INVITATION TO STUDENTS

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE VI March 21, 1968

INVITATION TO STUDENTS TO PARTICIPATE IN TESTING

Dear ________________:

We need additional research information.

Will you help us improve Continuation School Programs by answering some questions?

Please bring this letter to: 355 North Hacienda Blvd.

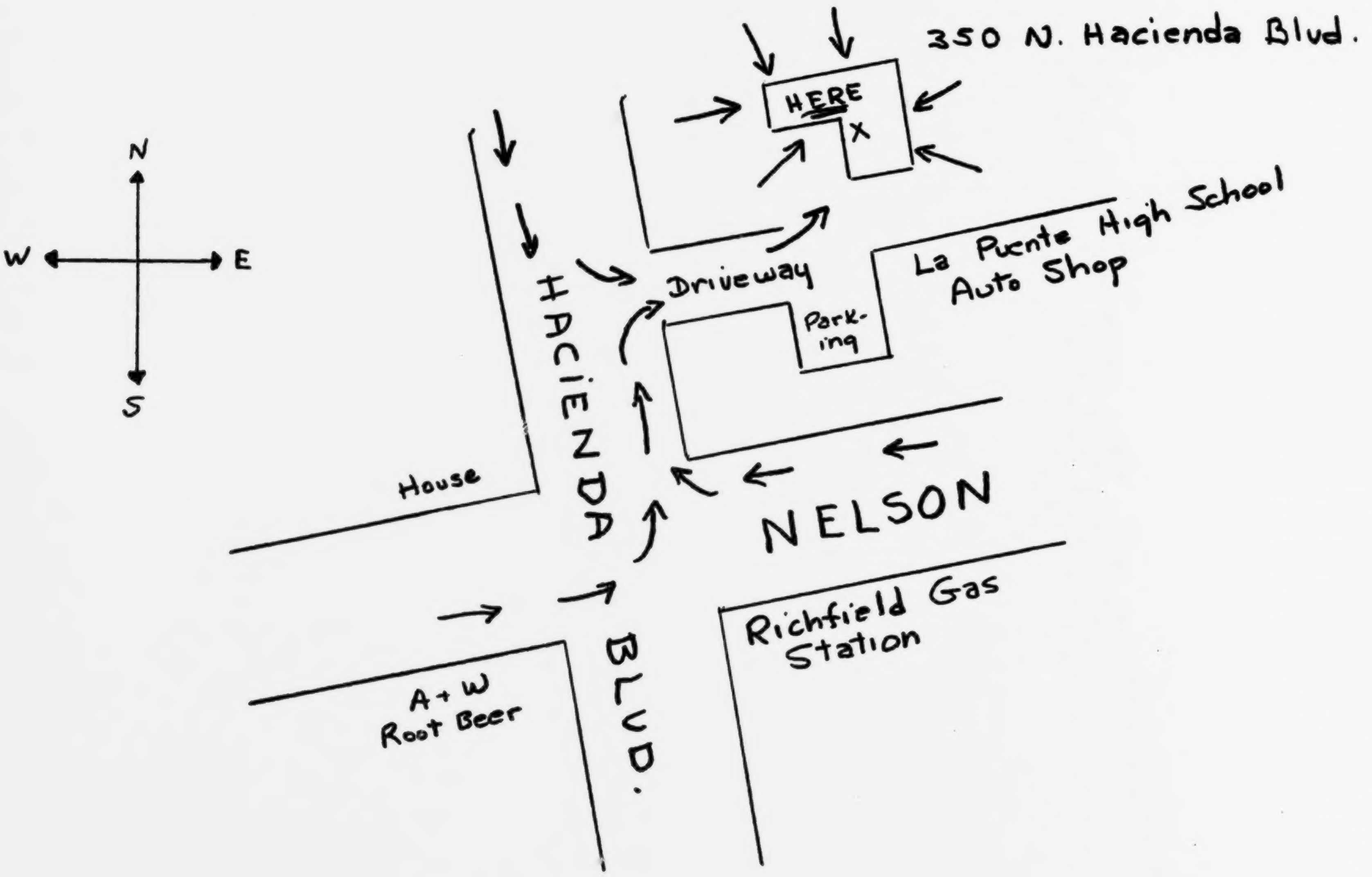
Place: THE WHITE BUILDING NEXT TO La Puente High School Auto Shop

Dates: Monday, March 25 through Friday, March 29

IF YOU CAN'T GET A RIDE, CALL US. WE WILL PICK YOU UP!!!!

PHONE 968-3791

Time: 8:30 a.m. to 1:00 p.m.


350 N. Hacienda Blvd.
HERE
X
N
W
E
S
Driveway
Parking
La Puente High School
Auto Shop
HACIENDA
House
NELSON
BLVD.
Richfield Gas
Station
A + W
Root Beer

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056)

TABLE VII

SAMPLE KEY

TABLE VII

KEY FOR NUMBER CODING

1	1	301	1	1	0	6
sex	group a,b,c	test number	sex	group a,b,c	ethnic	prior high school
1-M 2-F	1-A 2-B 3-C		1-M 2-F	1-A 2-B 3-C	0-Anglo 1-Chicano 2-Other	1-Rowland 2-Workman 3-Wilson 4-La Puente 5-Los Altos 6-Nogales 7-Other

STUDENT IDENTIFICATION CARD

NAME: DOE (Last) JOHN L. (First) STUDENT # 11301 1106 (ID Code)

	COMPLETED
MOWI	X
SOC Questionnaire	X
CAT	
GATB	X
Physical Profile	
WRAT	X
Cum Records Recap	

TABLE VIII

TESTING ADMINISTRATION MANUAL

1. Introductory letter for Project staff research assistants
2. Explanation of reward (contract) system for students
3. Contract credits received for test completion
4. Administration instructions for attitude survey (MOWI)
5. Revised instructions for *California Achievement Test* (CAT) Administration
6. Special instructions for *California Achievement Test* (CAT) Administration
7. Procedures and administration instructions for *Wide-Range Achievement Test* (WRAT)

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
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TABLE VIII, 1

INTRODUCTORY LETTER FOR PROJECT STAFF RESEARCH ASSISTANTS

Date ______________

TO WHOM IT MAY CONCERN:

This is to introduce ________________________________,
a Research Assistant for Continuation Education System Development Project who is gathering research information relative to continuation education.

Your assistance will be greatly appreciated.

If you have any questions, please feel free to call me at 968-3791.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/nj

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

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LEON EAST
Project Director

TABLE VIII, 2

EXPLANATION OF REWARD SYSTEM FOR STUDENTS

To: Valley High School Teachers
Date: March 19, 1968
Subject: Contract Credit
From: J. Alan Jensen

The following information should be related to your students today prior to testing:

1. Continuation Education System Development Project is assessing Valley High School for research purposes to improve programs at Valley High School and to establish a model program for other continuation high schools.
2. Students at Valley High School are important for supplying their knowledge which could not be gathered without their participation.
3. Although research information is being gathered on the total population each individual is important since people make up population.
4. This research information is confidential unless students or parents wish it released for counseling purposes.
5. The quality of Valley High School's education will be improved by your cooperation now.
6. For your participation you will be given 1 ELECTIVE CONTRACT CREDIT with an automatic A grade, if, and only if, you complete each of the following:

    A. MOWI (Meaning of Words Inventory)
    Sociological Questionnaire

    B. C.A.T. (California Achievement Test)
    Sections: Reading, Arithmetic, Language

    C. G.A.T.B. (General Aptitude Test Battery)
    All sections 1-12

    D. Nurses Examination
    Eyes, ears, nose and throat

    E. WRAT (Wide Range Achievement Test)

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To: Valley High School Teachers

Subject: Contract Credit - Page 2.

6. Continued

Therefore, the maximum possible contracts and A grades would be a total for five (5). Students will be given contract credit for each completed test. A list will be posted indicating those students given contract credit and the number of credits awarded.

7. For those tests now unfinished the opportunity will be given to complete them and receive contract credit.

J.A.J.

/lm

TABLE VIII, 3

STUDENT CONTRACT CREDITS RECEIVED FOR TEST COMPLETION

Number of Students	Number of Contracts
25	6
41	5
31	4
45	3
67	2
45	1
Total 254	Total 793

TABLE VIII, 4

MOWI ADMINISTRATOR INSTRUCTIONS

MATERIALS: NOTE: Administrator should have these materials.
1. Chalkboard
2. Chalk

SAY: This is an inventory of how you feel about certain things.

SAY: If you will look at this sample and note the category CAR.

On the chalk board write these sample words.

CAR

hot	1	2	___	5	___	4	3	cold
fast	___	___	___	___	___	___	___	slow
smooth	___	___	___	___	___	___	___	rough

SAY: On the left hand side is a list of words and on the right hand side is the opposite of that word.

NOTE: Administrator will now read from the board.

hot	cold
fast	slow
smooth	rough

SAY: These words refer to how you feel about the category CAR.

Let me give you an example: (Go to the board and demonstrate)

1. If you feel very hot for cars make an X closest to hot (do it).
2. If you feel a little less hot about cars then make an X here (do it).
3. If cars leave you cold make an X closest to cold like this (do it).
4. If you don't feel so cold about cars then place an X here (do it).
5. If you feel indifferent about cars (neither hot nor cold) place an X in the middle like this (do it).

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LEON EAST
Project Director

TABLE VIII, 5

California Achievement Tests
(WXY SERIES, copyright 1957 by
California Test Bureau)
Junior High Administrator Manual,
adapted for use with
CONTINUATION EDUCATION STUDENTS
in the
LA PUENTE UNION HIGH SCHOOL DISTRICT
by
CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056)

DIRECTIONS FOR ADMINISTRATION FOR EITHER BATTERY OR SEPARATE TESTS WHEN ANSWERS ARE MARKED ON MACHINE-SCORING ANSWER SHEETS OR ON CTB SCOREZE ANSWER SHEETS.

Reading Test

TIME ALLOTMENT (Testing time only):

Test 1. Reading Vocabulary	8 minutes
Sections A and B	4 minutes
Sections C and D	4 minutes
Test 2. Reading Comprehension	60 minutes
Section E	10 minutes
Section F	15 minutes
Section G	35 minutes
Total time	68 minutes

NOTE: It is permissible to have a break or rest period after any of the above testing units.

MATERIALS REQUIRED:

For each student --

- 1 test booklet--California Achievement Tests, Junior High Level Battery or the California Reading Test, Junior High Level (Form W, X, Y, or Z)
- 1 IBM machine-scoring answer sheet No. 5287; or CTB Scoreze answer sheet No. 42
- 1 electrographic pencil with attached eraser (an ordinary pencil with attached eraser is adequate if answer sheets will not be scored with an IBM test-scoring machine)

In addition, for the examiner --

- extra pencils
- extra erasers
- extra copy of test booklet and answer sheet (for demonstration purposes)
- stop watch, or watch or wall clock with second hand

1) Hand out numbered answer sheet (Reading first) to student as he comes in. Write answer sheet number next to student's name on A - B list.

2) Hand out pencils to each (or have on desk ahead of time).

Check to see that all students have pencils and erasers.

Emphasize the next directions to students.

SAY: The general directions for recording your answers on these answer sheets are: Make a mark under the number or letter of the answer you have decided is correct. Make each mark as long as the pair of dotted lines and move the pencil up and down firmly to make a heavy, black line. IF YOU MAKE A MISTAKE OR WISH TO CHANGE AN ANSWER, DO IT THIS WAY: FIRST MAKE AN X ACROSS THE WRONG ANSWER. THEN MAKE A HEAVY, BLACK MARK FOR THE ANSWER THAT YOU THINK IS CORRECT. AFTER YOU HAVE MARKED THE NEW ANSWER, ERASE THE OLD ANSWER AND THE X COMPLETELY. (Illustrate on the chalkboard the routine for changing a mark.) ANY QUESTIONS?

After questions have been answered,

SAY: I am now going to give each of you a copy of the booklet. Do not write or mark on it in any way.

Distribute the Junior High Level booklets, face-up.

ASK: Does everyone have booklet and answer sheet?

SAY: Look at the bottom of the booklet. It says: "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is a test of your achievement in reading, arithmetic and language. In taking the first part you will show how many words you know and how well you understand what you read. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet unless told to do so by the examiner." Mark all of your answers on the answer sheets.

ASK: Any questions?

TEST 1 -- SECTIONS A and B (Items 1-30)

Time limit, 4 minutes, in 2 parts of 2 minutes each

SAY: Now open the test booklet to Test 1 -- Sections A and B. Page 3.

Demonstrate. Be sure that students have Test 1 -- Sections A and B and that booklets and answer sheets are conveniently arranged.

SAY: Notice the words GO or STOP printed in the boxes at the bottom of each page in your test booklet. (Demonstrate.) They tell whether you are to continue working or to wait for further instructions before going on to the next page.

If you pencil breaks or will not write, hold it up and I will give you another.

SAY: Now read the directions for Test 1 -- Sections A and B silently while I read them aloud. They are: "Mark as you are told the number of the word that means the opposite or about the opposite of the first word."

Now look at Sample A. See the word, large, in heavy type. On its right you will see the four words, rich, small, gone, and away. Which word means the opposite of large? (Let the group respond.) Yes, small, the word with the 2 in front of it, is correct.

(Mark #2 on demonstration answer sheet on blackboard.)

SAY: You are to mark your answers in the same way. If you cannot do an item, go on to the next. You may go back to any item on this page if you finish before time is called.

Are there any questions about how to mark your answers?

SAY: Now do as many of the others as you can on this page, beginning with number 1. You may begin.

With no interruption in testing time, after 2 minutes,

SAY: You should be on the second column now.

After 4 minutes total working time,

SAY: Stop.

TEST 1 -- SECTIONS C and D (Items 31-60)

Time limit, 4 minutes, in 2 parts of 2 minutes each

SAY: Now turn to Test 1 -- Sections C and D. Page 4.

SAY: The directions for Test 1 -- Sections C and D are: "Mark as you have been told the number of the word that means the opposite or about the opposite of the first word." Mark your answers as you did in Sections A and B. You may go back to any item on this page if you finish before time is called.

Now do as many of the others as you can on this page, beginning with number 31. You may begin.

With no interruption in testing time, after 2 minutes,

SAY: You should be on the second column now.

After 4 minutes total working time,

SAY: Stop.

TEST 2 -- SECTION E (Items 61-75)

Time limit, 10 minutes

SAY: Now turn to Test 2 -- Section E. Page 5.

SAY: Read the directions for Test 2 -- Section E silently while I read them aloud. They are: "Read the following directions. Mark as you are told the number or letter of each correct answer." To mark your answers, make a heavy line within the pair of dotted lines under the number or letter of the answer you believe to be correct. From this point on, you may not go back to any section on which time has been called.

Now do exactly as you are directed in each of the test items on this and the following two pages, beginning with number 61. Find answer row 61 on your answer sheet. You may begin.

After 10 minutes,

SAY: Stop.

TEST 2 -- SECTION F (Items 76-101)

Time limit, 15 minutes

SAY: Now turn to Test 2 -- Section F. Page 8.

SAY: The directions for Test 2 -- Section F are: "Mark as you have been told the number or letter of each correct answer." Do as many of the items as you can on this and the following three pages, beginning with number 76.

Find answer row 76 on your answer sheet. You may begin.

After 15 minutes,

SAY: Stop.

Short break time -- students are not to leave the room.

TEST 2 -- SECTION G (Items 102-146)

Time limit, 35 minutes

SAY: Now turn to Test 2 -- Section G. Page 12.

SAY: The directions for Test 2 -- Section G are: "Read this story." Then follow the directions under the story in answering the questions. When you have finished the questions for the first story, go on to the following four stories. Continue working until you have completed the Reading Test or time is called.

Now find answer row 102 on your answer sheet. You may begin.

After 35 minutes,

SAY: Stop. This completes the Reading Test.

Close your booklets and leave them, your answer sheets and pencils on your desk. Break time.

During break:

1) Put new answer sheets on desks, be sure they are the same number as on the original

2) Sharpen pencils

3) Distribute to each desk one sheet of scratch paper.

Arithmetic Test

TIME ALLOTMENT (Testing time only):

Test 3. Arithmetic Reasoning	31 minutes
Section A	5 minutes
Section B	10 minutes
Section C	16 minutes
Test 4. Arithmetic Fundamentals	47 minutes
Section D	10 minutes
Section E	10 minutes
Section F	12 minutes
Section G	15 minutes
Total time	78 minutes

NOTE: It is permissible to have a break or rest period after any test section.

Students return after break.

SAY: You will find new answer sheets on your desks.

SAY: Now open your booklets to page 19 which says, "Arithmetic." (Help students find the place, if necessary.) Below that, find "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is an arithmetic test. In taking it you will show how well you can think and work problems. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet, unless told to do so by the examiner." Mark all of your answers on the answer sheets.

SAY: Turn to page 20.

TEST 3 -- SECTION A (Items 1-15)

Time limit, 5 minutes

SAY: Now read the directions for Test 3 -- Section A silently while I read them aloud. They are: "Decide how each of the amounts below should be written as a number. Then mark as you are told the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, mark the letter, e. In taking this test you should finish the first column before going on to the second. Look at the samples to the right and see how they are marked."

In Sample A the amount is shown by the word, Twelve. Below are given four numbers and the word, None. What letter does the number 12 have in front of it? Yes, b is correct. Therefore, a heavy mark has been made under the b in answer row A under the heading, Correct

Answer Sheet Mark, to the right of the sample. If students ask about the "Correct Test Booklet Mark" below the "Correct Answer Sheet Mark" just described, tell them to ignore it.

SAY: In Sample B the amount is shown by the word, Twenty. Look at the four numbers and the word, None, given next below. Does the number 20 appear? No, none of the numbers given is correct, so None is the correct answer. Therefore, the letter E is correct. You are to mark your answers in the same way. Do not spend too much time on any one problem.

Now find answer row 1 on your answer sheet and do as many as you can on this page, beginning with number 1. You may begin.

Circulate among the students to be sure that the directions are understood. Do not help them with the answers, but encourage them, if necessary.

After 5 minutes,

SAY: Stop.

SAY: Now turn to Test 3 -- Section B. Page 21.

TEST 3 - SECTION B (Items 16-40)

Time limit, 10 minutes

SAY: Read the directions for Test 3 -- Section B silently as far as I read them aloud. They are: "Mark the letter or number of each correct answer. If you do not know an answer, or if you think that none of the answers given is correct, you should mark the letter, e (items 16-20), or the number 5 (items 20-25). Finish the first column before going on to the second. Remember to do your figuring on scratch paper."

Following item 25 is a new set of directions. They are: "Some rules and formulas used in measurement, numbered 1, 2, 3, 4, and 5, are given to the right below. Some problems that can be worked with them are given on the left, numbered 26, 27, 28, 29 and 30. Match the number of the rule or formula on the right to the problem on the left. Mark the number of the rule on your answer sheet.

When you have finished this page, go on to the next page. Look at page 22. The directions for it are: "Work these problems. Then mark as you have been told the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish the first column before going on to the second. Remember to do your figuring on scratch paper."

SAY: Now turn back to page 20. Find answer row 16 on your answer sheet. Do as many as you can on this and the next page, beginning with number 16. You may begin.

After 10 minutes,

SAY: Stop.

TEST 3 -- SECTION C (Items 41-55)

Time limit, 16 minutes

SAY: Now turn to Test 3 -- Section C. Page 23.

SAY: Have your scratch paper ready. You need not copy any problem. Just place your scratch paper under the problem but not on your answer sheet. Do your figuring on your scratch paper not in the booklet.

SAY: Read the directions for Test 3 -- Section C silently as far as I read them aloud. They are: "Work these problems. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e.

Find answer row 41 on your answer sheet. Now do as many as you can on this and the next page, beginning with number 41. You may begin.

After 16 minutes,

SAY: Stop.

Short break.

TEST 4 -- SECTION D (Items 56-75)

Time limit, 10 minutes

SAY: Turn to Test 4 -- Section D the booklet back. Page 25.

SAY: Read the directions for Test 4 -- Section D silently as far as I read them aloud. They are: "Do these problems in addition. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember to do your figuring on scratch paper."

You need not copy any problem. Just place your scratch paper under each problem in your booklet and work it.

Demonstrate, if necessary.

Find answer row 56 on your answer sheet. Now do as many as you can on this page, beginning with number 56. You may begin.

After 10 minutes,

SAY: Stop.

TEST 4 -- SECTION E (Items 76-95)

Time limit, 10 minutes

SAY: Now turn to Test 4 -- Section E. Page 26.

SAY: Read the directions for Test 4 -- Section E silently while I read them aloud. They are: "Do these problems in subtraction. Then mark the letter of each correct answer. For some of the problems none of the answers given may be correct. If you cannot work a problem, or if you think that none of the answers given is correct, you should mark the letter, e. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms. Remember that these are problems in subtraction."

Find answer row 76 on your answer sheet. Do as many as you can on this page beginning with number 76. You may begin.

After 10 minutes,

SAY: Stop.

TEST 4 -- SECTION F (Items 96-115)

Time limit, 12 minutes

SAY: Now turn to Test 4 -- Section F. Page 27.

SAY: Read the directions for Test 4 -- Section F silently while I read them aloud. They are: "Do these problems in multiplication. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to reduce fractions to lowest terms."

Find answerrow 96 on your answer sheet. Now do as many as you can on this page, beginning with number 96. You may begin.

After 12 minutes,

SAY: Stop.

TEST 4 -- SECTION G (Items 116-135)

Time limit, 15 minutes

SAY: Now turn to Test 4 -- Section G. Page. 28.

SAY: Read the directions for Test 4 -- Section G silently while I read them aloud. They are: "Do these problems in division. Then mark the letter of each correct answer. Finish each column before going on to the next. Be sure to express remainders as fractions and reduce fractions to lowest terms."

Find answer row 116 on your answer sheet. Now do as many as you can on this page, beginning with number 116. You may begin.

After 15 minutes,

SAY: Stop. This completes the Arithmetic Test. Leave all materials on your desks.

Break time.

During break:

1) Collect answer sheets
2) Pass out new answer sheets, checking number to make sure they are the same
3) Sharpen pencils.

Language Test

TIME ALLOTMENT (Testing time only):

Test 5. Mechanics of English	20 minutes
Section A	6 minutes
Section B	6 minutes
Section C	8 minutes
Test 6. Spelling	10 minutes
Handwriting (optional) OMIT THIS SECTION	(2 minutes)
Total time	30 minutes

NOTE: It is permissible to have a break or rest period after any test section.

Students return after break.

SAY: You will find new answer sheets on your desks.

TEST 5 -- SECTION A (Items 1-30)

Time limit, 10 minutes

SAY: Now open your booklets to page 29 which says, "Language." (Help students find the place, if necessary.) Below that, find "Instructions to Students." Read these instructions silently while I read them aloud. They are: "This is a language test. In taking it you will show what you know about capitalization, punctuation, and words and sentences, and how well you can spell. No one is expected to do the whole test correctly, but you should answer as many items as you can. Work as fast as you can without making mistakes. Do not write or mark on this test booklet."

SAY: Turn to page 30.

SAY: Now read the directions for Test 5 -- Section A silently while I read them aloud. They are: "In most lines of the story and sentences below, four words have a number above the first letter. If ONE of the letters should be a capital, mark its number. If none of the four letters should be a capital, mark N, which stands for None. Not more than one letter with a number over it should be a capital on any one line."

Look at Sample A: "The winner of the race was tom." The t in tom, which has a 4 above it, should be a capital.

Now find Sample A above answer row 1 on your answer sheet. Make a heavy mark under the 4, which shows that 4 is the correct answer for Sample A.

Now look at Sample B: "He is one of my best friends." Notice that none of the letters with numbers above them should be capitals, so the N has been marked. Look at your answer sheets. Make a heavy mark under the N in sample row B, which shows that no capitals are needed in Sample B.

If you cannot do an item, go on to the next. You may come back to it later if you have time.

Now mark the numbers of all the letters that should be capitals on this and the next page, beginning with number 1. You may begin.

After 6 minutes,

SAY: Stop.

TEST 5 -- SECTION B (Items 31-59)

Time limit, 6 minutes

SAY: Now turn to Test 5 -- Section B. Page 32.

SAY: Read the directions for Test 5 -- Section B silently while I read them aloud. They are: "In the letter and story below, most lines have a number, such as 31, 32, or 33. If a punctuation mark is needed where the number is, make a black mark within the pair of dotted lines under the punctuation mark needed. If no punctuation is needed, make a black mark under the N, which stands for None. Show either apostrophes or single quotation marks in the fourth column. Only one answer should be given for each line."

Look at Sample C: "Mary will you come with us?" A comma is needed at 1 after the word, Mary.

Now find Sample C on your answer sheet. Make a heavy mark under the comma, which shows that the comma is the correct answer for Sample C.

Now look at Sample D: "The bus is leaving at ten o'clock." No punctuation is needed.

Now find Sample D on your answer sheet. Make a heavy mark under the N in Sample D, which shows that no punctuation is needed.

Do as many as you can on this and the next page, beginning with number 31. Remember that you are to mark on the answer sheets and not on the test booklets. You may begin.

After 6 minutes,

SAY: Stop.

TEST 5 -- SECTION C (Items 60-99)

Time limit, 8 minutes

SAY: Now turn to Test 5 -- Section C. Page 34.

SAY: Read the directions for Test 5 -- Section C silently while I read them aloud. They are: "Mark the number of the correct or better word in each sentence below."

Look at Sample E: "She (ain't-isn't) as tall as Betty." The word in parentheses with the 2 before it, "isn't," is the better word.

Now find Sample E on your answer sheet. Make a heavy mark under the 2, which shows that "isn't" is the better word for Sample E.

Now find answer row 60 on your answer sheet. Notice that you mark under the 1 or the 2 for items 60 through 87, but for items 88 through 99, you mark under YES or NO, depending upon which you think is the right answer.

Read the directions in your test booklet and follow them. Do as many as you can on this and the next page, beginning with number 60. You may begin.

After 8 minutes,

SAY: Stop.

TEST 6 (Items 100-129)

Time limit, 10 minutes

SAY: Now turn to Test 6. Page 36.

SAY: Now read the directions for Test 6 silently while I read them aloud. They are: "Each line in this test contains four spelling words and the word, None. Those words are numbered 1, 2, 3, 4, and the None is numbered 5. In some of the lines, one word is misspelled. In others, no word is misspelled. If there is a misspelled word, mark its number. If no word is misspelled, mark the 5."

Now look at the words in Sample F: "now, just, come, ron, and None." Which word is misspelled? Yes, the fourth or number 4 word.

Now find Samples F at the bottom of your answer sheet. Make a heavy mark under the 4, which shows that 4 is the incorrectly spelled word for Sample F.

Look at the words in Sample G: "go, see, do, may, and None." Is any word misspelled? None of them is misspelled. Look at your answer sheets. Make a heavy mark under the 5 in sample row G, which shows that none of the words is misspelled.

Remember that no more than one word, if any, is misspelled in any one line.

Now do as many as you can on this page, beginning with number 100. You may begin.

After 10 minutes,

SAY: Stop. Put your pencils down and close your booklets.

Please leave all materials on desks. (Before students leave collect everything.)

TABLE VIII, 6

SPECIAL INSTRUCTIONS FOR ADMINISTRATION OF CAT

1. Pass out IBM sheets.
2. Assign each test (IBM sheet) number to each student as you distribute IBM sheets.
3. At the conclusion of each subtest collect IBM answer sheets, and redistribute next subtest IBM answer sheet.

   Be sure to give the correct test to the correct student.
4. Scan answer sheets for error or invalid responding.
5. Be sure arithmetic subtest includes scratch paper.

TABLE VIII, 7

SPECIFIC TESTING PROCEDURE FOR WRAT

1. Students report to class.
2. Teacher takes role.
3. Teacher provides each student with a pencil and eraser.
4. Teacher explains WRAT is a twenty minute test measuring

   spelling
   arithmetic > proficiency
   reading

5. Teacher provides student with positive motivation toward test:
   a. It is short.
   b. It is easy.
   c. It is worth an elective contract credit with an "A" grade.
6. Teacher and teacher aide will pass out WRAT.
7. Teacher will administer two-thirds of the test in the classroom:
   a. Spelling
      1) Administrator instructions located on cover page.
      2) Spelling words located on second page of hand out.
      3) Time: 12 - 15 minutes.
   b. Arithmetic
      1) Instructions located on third page.

2) Time: 10 minutes.

c. Reading

1) Will be administered by teacher aide outside room, or at the front of each classroom on an individual basis.

2) Time: 3 - 7 minutes per student.

TABLE IX

LETTER TO CALIFORNIA STATE EMPLOYMENT SERVICES

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE IX

LETTER TO CALIFORNIA STATE EMPLOYMENT SERVICES REQUESTING RELEASE OF GATB FOR RESEARCH

July 12, 1968

Miss Marge V. Walker
Occupational Analyst
State of California
Department of Employment
1525 South Broadway
Los Angeles, California 90015

Dear Miss Walker:

Continuation Education System Development Project is a United States Office of Education project attempting to develop an instructional program for the continuation students in the La Puente Union High School District. To accomplish this task it is necessary to first identify the behavioral characteristics which are required for successful performance in job world situations. Some students will go directly into the labor market. Others will go back to regular high school or to other training programs, temporarily delaying their entry into the working world.

Before a curriculum program is capable of developing skills and knowledges, an evaluation of student aptitude will be measured by the General Aptitude Test Battery and administered by California State Employment Service technicians. IBM sheets will be utilized and forwarded to Sacramento for Electronic Data Processing. The scored profiles will be returned to our office to expedite individual counseling and research procedures as outlined in the Interim Status Report. GATB results will be reduced to the following set of categories:

1. Frequency distributions in the form of histograms indicating frequency of each interval of ten standard score units for:
   a. The norming population
   b. Anglo continuation students
   c. Mexican-American continuation students.

2. Calculation of the tenth, twenty-fifth, fiftieth, seventy-fifth, and nintieth percentiles in terms of national percentiles for:

   a. The Anglo continuation student
   b. The Mexican-American continuation student.

3. Computation of intercorrelations among each subtest of the GATB and various academic and sociological data that has been obtained from the study for:

   a. The Anglo continuation student
   b. The Mexican-American student
   c. Both populations.

4. The results of 1, 2, and 3 above with more definitive minor subgroupings such as: sex and attendance groups.

5. The comparison of the results of 1, 2, 3, and 4 with academic expectancy data and social expectancy data for the purpose of matching aptitudes of the continuation students with the school and community expectancies.

Respectfully,

J. Alan Jensen
Behavioral Analyst

TABLE X

GENERAL APTITUDE TEST BATTERY

TABLE X

"GENERAL APTITUDE TEST BATTERY," BY BEATRICE DVORAK, REPRINT FROM BULLETIN OF THE INTERNATIONAL ASSOCIATION OF APPLIED PSYCHOLOGY

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BULLETIN OF THE INTERNATIONAL ASSOCIATION
OF APPLIED PSYCHOLOGY
Volume 9, Number 2, July-December, 1960
for U. S. Department of Labor's
Bureau of Employment Security

GENERAL APTITUDE TEST BATTERY

by Beatrice J. Dvorak, Ph.D.

Chief, United States Employment Service Division of Testing
U.S. Department of Labor, Washington, D.C.

The General Aptitude Test Battery, popularly known as the GATB, was published in 1947 by the U. S. Employment Service. The battery evolved from the test research work of the U. S. Employment Service during the preceding decade when different aptitude test batteries were validated for a large number of specific occupations. These were used by public employment service offices in the selection of applicants for referral to specific job openings. A need was then recognized for a standard battery of aptitude tests which could be used in counseling individuals who needed help in determining their most suitable vocational possibilities

In the first decade of the U. S. Employment Service test research, a different experimental battery of tests was used each time a new occupation was studied. About 15 suitable tests would be chosen for tryout in a particular study by inspecting the job analysis information to see which abilities might be involved and by considering the results of previous studies of the same or similar occupations. A new test would be constructed each time there seemed to be a need for a different test. Over a period of years about 100 different tests were constructed from which various combinations of tests would be selected for use in experimental batteries. It was observed that a certain combination of tests would have the best validity in one study and a different set of tests would provide the best validity in another study of the same or similar occupation when a different experimental battery was used. A question arose regarding the possibility that perhaps many of the tests looked different but might be measuring the same abilities. To answer this question, factor analysis studies were conducted on over 50 tests which had been used over a period of years in order to identify the distinct aptitudes measured by the tests.

The GATB consists of 9 aptitudes which were identified in those factor analysis studies and 12 tests were chosen to measure those aptitudes. Two criteria were used in the choice of the tests--factorial validity and empirical validity. Sometimes the test with the highest factorial validity was disregarded in favor of a test that had acceptable factorial validity but had also repeatedly demonstrated its practical validity against an external criterion of success for a number of jobs. The composition of the GATB is as follows: -

APTITUDES	TESTS
G-Intelligence.	Three-Dimensional Space. Vocabulary. Arithmetic Reasoning.
V-Verbal Aptitude.	Vocabulary.
N-Numerical Aptitude.	Computation. Arithmetic Reasoning.
S-Spatial Aptitude.	Three-Dimensional Space.
P-Form Perception.	Tool Matching. Form Matching.
Q-Clerical Perception.	Name Comparison.
K-Motor Coordination.	Mark Making.
F-Finger Dexterity.	Assembling. Disassembling.
M-Manual Dexterity.	Placing. Turning.

Finger Dexterity and Manual Dexterity are measured with the use of apparatus while the other aptitudes are measured by paper-and-pencil tests. Administration of the GATB requires about two and one-quarter hours.

RELIABILITY

Reliability coefficients for GATB aptitude scores have been obtained on various types of populations--males, females, Employment Service applicants, high school students, and college students. Coefficients of stability have been obtained correlating test and retest scores, with an intervening period of time between testing and retesting. The median coefficient of stability for aptitudes measured by paper-and-pencil tests was .90 for a sample of 276 male Employment Service applicants and .88 for a sample of 246 female Employment Service applicants. The reliability of the aptitudes measured by apparatus was somewhat lower. Coefficients of equivalence have been obtained by correlating scores on alternate forms of the GATB administered at essentially the same time. The median coefficient of equivalence for the aptitudes measured by the paper-and-pencil tests was .88 for a sample of 95 male Employment Service applicants and .86 for a sample of 85 female Employment Service applicants.

NORMS

Raw scores on the tests are converted to aptitude scores. These are standard scores were 100 represents the average of the general working population with a sigma of 20. The general working population sample consisted of 4,000 workers who were selected to be typical of the age, sex, educational, occupational, and geographical distribution of the general working population in the United States.

GATB norms are available for specific occupations and for families of occupations. The development of norms for specific occupations involves the following steps: -

1. Job analysis.
2. Choice of a suitable criterion, such as average hourly production, average hourly earnings, work samples, or supervisors' ratings.
3. Administration of the entire GATB to an experimental sample of employed workers, trainees, or applicants.
4. Selection of significant aptitudes by analysis of data in four ways: correlation of aptitude scores with the criterion; computation of mean scores for all aptitudes and comparison with general working population mean scores; computation of sigmas and comparison with sigmas for general working population; and qualitative analysis of job information.
5. Establishment of norms in terms of minimum qualifying scores for each of the significant aptitudes.

No total weighted score is obtained; a qualifying test score is achieved only by attaining at least the minimum score on each of the significant aptitudes. The use of the multiple-cut-off method has an advantage over a composite index by not permitting a high amount of some abilities to compensate for a low amount of other abilities required by the job.

After the norms have been established for a specific occupation, further analysis is made to determine whether the occupation can be grouped with other occupations requiring similar abilities and thus allocated to an occupational family. The Occupational Aptitude Pattern norms for families of occupations consist of cutting scores for three significant aptitudes required by the occupations in the family. Pattern 3, for example, consists of G-Intelligence, N-Numerical Aptitude, and S-Spatial Aptitude, with minimum scores of 125 on G and 115 on N and S. Occupations covered by this pattern are those in Laboratory Science and Engineering and related work. Twenty-three Occupational Aptitude Patterns have been established up to the present time and they cover about 600 occupations.

VALIDITY

Validity coefficients for the norms for specific occupations are obtained by computing the tetrachoric correlation between the test norms and the criterion. These coefficients are either predictive or concurrent validity coefficients. The predictive validity coefficients are obtained by correlating test scores with a subsequent criterion measure; the concurrent validity coefficients are obtained by correlating test scores with measures of concurrent criterion performance. When the correlation is not significant, the norms are not made available for operating use. The median validity coefficient for the specific norms established to date is .65.

Validity coefficients for the Occupational Aptitude Pattern norms for families of occupations are obtained by computing the tetrachoric correlation between the pattern norms and the criterion for occupations within the family. The median validity coefficient for the Occupational Aptitude Pattern norms is .58.

USE OF GATB

The specific norms for occupations are used by local Employment Service Offices in test selection of workers for referral to specific jobs in which the applicant has had no previous experience or training. Employment Service offices throughout the United States test over half a million applicants per year with these specific aptitude test batteries. Follow-up studies are conducted to evaluate the effectiveness of test-selected workers for employers. The test results are used in making selections of applicants for referral to employers and then the subsequent success of these new workers is compared with that of other workers in the same job in the plant but who were not test selected. Results of such studies have shown that test-selected workers experience lower turnover rates, achieve greater production, and require less training time than non-test-selected workers in the same organization.

The Occupational Aptitude Pattern norms for families of occupations are used in counseling. The grouping of occupations into a relatively small number of families facilitates the process of matching a counselee's aptitudes with the requirements of a wide range of occupations. A counselee's aptitude profile is matched with the 23 Occupational Aptitude Patterns to determine the fields of work that are suitable for his aptitudes. The mechanics of matching is simple. The applicant's profile card is placed on the pattern card so that the aptitude scores on the profile card fall just above the row of corresponding aptitude scores for Pattern 1. The applicant's scores must equal or surpass the three aptitude scores which make up that pattern in order to qualify. This step is repeated by moving the profile card down one row at a time until the individual's aptitude scores have been compared with each of the 23 patterns.

The Occupational Aptitude Pattern norms for families of occupations are used in the counseling of over half a million Employment Service applicants per year. Follow-up studies that have been conducted on the usefulness of the GATB have indicated that counselees who followed the counselors' recommendations made with the use of the GATB were more successful and satisfied in their work than those who entered other types of work.

A number of schools, colleges, and other agencies in this country and abroad are also using the GATB. At the present time 243 individuals or organizations in 55 foreign countries are engaged in adapting the GATB for use on populations in their own countries.

RECENT DEVELOPMENTS

Tentative GATB norms have been developed for use in interpreting the GATB scores of ninth and tenth grade high school students in educational-vocational counseling. These norms are based on data for about 6,000 students tested in seven states. The ninth grade norms average about nine points lower than the adult norms and the tenth grade norms average about five points lower than the adult norms. A longitudinal maturation study is currently in progress in 19 states which will yield data on a larger and more representative sample after the ninth graders tested in 1958 have been retested in the twelfth grade in 1961.

A study is also in progress in 19 states to determine the effect of practice on GATB scores. The objective is to determine how much of the increase in scores from the lower grades to the twelfth grade is attributable to practice effect in addition to maturation so that the norms can be adjusted accordingly. The experimental design for this study involves testing three groups of adults between the ages of 25 and 34. One of these groups will be retested one year later; the second group will be retested two years later; and the third group will be retested three years later. These intervals correspond to the intervals between the initial testing and retesting of the eleventh, tenth, and ninth grade students in the longitudinal maturation study.

The data from the practice effect study will also be used for computing long-term stability coefficients to be used for comparative purposes in interpreting the stability of the aptitudes of the lower grade high school students who have been retested in the twelfth grade in the longitudinal maturation study. Some evidence of the stability of aptitude scores obtained in the ninth grade is already available. The stability of the aptitude scores of the ninth graders compares favorably with the stability of the scores of twelfth graders, especially when one considers that the interval between initial testing and retesting of the ninth graders was three years whereas the interval between initial testing and retesting of the twelfth graders was only three months.

A follow-up study is in progress on the longitudinal maturation study sample to determine the predictive validity of GATB scores of lower grade high school students for high school success. High school course grades are being collected on all graduating seniors in the sample. Some evidence of the predictive validity of the GATB scores of ninth grade students for high school success is already available. The aptitudes most highly related to high school success are G, V, N, Q - Intelligence, Verbal Aptitude, Numerical Aptitude, and Clerical Perception. The validity coefficients are around .50 and the statistical tests of significance indicate that the probability of obtaining these correlations by chance is less than one in ten thousand.

A follow-up study on the predictive validity of the GATB scores of lower grade high school students for occupational and college success is also being conducted on the sample of students in the longitudinal maturation study. Measures of occupational and college success will be obtained for these individuals two years and again seven years after they graduate from high school. There is already considerable evidence that the GATB has a substantial relationship to college success. Studies have been conducted at a number of universities. The results show that the GATB does have value in identifying good college prospects in general as well as for various areas of specialization. For example, at one university the correlation between the G (Intelligence) score on the GATB and first quarter grades was the same as that for the American Council on Education Psychological Examination. The validity coefficient was .43 and it was statistically significant. It was also found that the GATB was a better predictor of medical scholastic success than the Professional Aptitude Test which had been used by the university.

TABLE XI

VALLEY HIGH SCHOOL FACULTY COMMUNICATION REGARDING COUNSELING

1. Valley High School faculty communication regarding counseling.
2. Sign-up sheet.

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE XI, 1

VALLEY HIGH SCHOOL FACULTY COMMUNICATION REGARDING COUNSELING

June 5, 1968

Dear Colleague,

Please read this message to your first period and last period classes.

> "Students interested in learning their test results should sign up for individual and/or group counseling before the last week of school.
>
> Seniors or students seventeen and one-half years old or older will be given preference for vocational and educational guidance."

The sign up list is attached. Thank you for your cooperation in this matter.

J. Alan Jensen
Behavioral Analyst

/hl

TABLE XI, 2

SIGN-UP SHEET FOR STUDENTS

SIGN UP LIST FOR STUDENTS INTERESTED IN LEARNING THEIR TEST RESULTS THROUGH INDIVIDUAL AND/OR GROUP COUNSELING.

SENIORS OR STUDENTS SEVENTEEN AND ONE-HALF YEARS OLD OR OLDER WILL BE GIVEN PREFERENCE FOR VOCATIONAL AND EDUCATIONAL GUIDANCE.

PLEASE SIGN BEFORE THE LAST WEEK OF SCHOOL.

Number	Name	Age
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

TABLE XII

LETTER OF THANKS

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

LEON EAST
Project Director

TABLE XII

LETTER OF THANKS TO ALL EMPLOYED BY PROJECT DURING TESTING

April 8, 1968

Dear

I want to take this opportunity to tell you how much I appreciate your involvement and cooperation with the Continuation Education System Development Project.

Your willingness to attend meetings prior to testing sessions, your quick comprehension of testing procedures and, above all, your wholehearted cooperation brought order and completeness to our testing sessions.

It is a pleasure to know you and to have you working with the Project.

Sincerely,

J. Alan Jensen
Behavioral Analyst

JAJ/hl

TABLE XIII

SCHOOL NURSES

1. Letter regarding employment of school nurses for Physical Profile testing.
2. "Health and the Continuation Student in the La Puente Union High School District," by Sue Lohr, School Nurse.

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) 968-2114 or 336-6405

TABLE XIII, 1

LETTER REGARDING EMPLOYMENT OF SCHOOL NURSES FOR PHYSICAL PROFILE TESTING

Continuation Education System Development Project is attempting to determine the availability of currently employed school nurses in the La Puente Union High School District; and whether it is feasible for them to assist us in obtaining health histories. In order to develop a practical schedule amenable to both your school's needs and the Project's requirements, it will be necessary to confer with both you and your school nurses.

I will contact you by February 23, 1968 to determine the feasibility of your school's participation and endorsement in this Project.

Respectfully,

J. Alan Jensen

2/20/68/lm

TABLE XIII, 2

HEALTH AND THE CONTINUATION STUDENT IN THE LA PUENTE UNION HIGH SCHOOL DISTRICT, (EXCERPTS) BY SUE LOHR

Health of school children is a very serious consideration no matter what the setting may be. The California Education Code specifically states that: "The governing board of any school district shall give diligent care to the health and physical development of pupils, and where sufficient funds are provided by district taxation, shall employ properly certified persons for the work." In the La Puente Union High School District no health supervision is provided for continuation students. According to the 1966-67 Business Advisory Services publication of expenditures of Los Angeles County school districts, La Puente Union High School District spends less on health services than the other eight High School districts. La Puente Union High School District spends only $3.70 per Average Daily Attendance, 0.56% of its total expenditure, on health services. This is in comparison with $10.91/ADA or 1.50% for the district spending the most on health services. The County average is: $6.52 per ADA or 0.93%. It seems reasonable to assume from these figures that La Puente Union High School District could improve health services and part of this improvement could be for continuation students.

The California Education Code, Section 11753, is explicit about who may be employed to supervise children's health. "No physician, psychiatrist, oculist, dentist, dental hygienist, optometrist, otologist, chiropodist, school audiometrist, or school nurse shall be employed or permitted to supervise the health and physical development of pupils unless he holds a Health and Development or S.D.S.-Health certificate." The Business and Professions Code, Section 2141, further states that: "School personnel may not diagnose disease in a student and that the school personnel has no authority to treat disease or injury except in cases of emergency and then may only give first aid." An emergency is defined as "an urgent and sudden need" by the Macmillan Medical Dictionary. The American Red Cross defines first aid as: "immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained." Providing first aid and emergency care can hardly be said to fulfill the role of the school in providing health care as set forth by the California Education Code, Sections 11701 or 11753. Who is giving "diligent care to the health and physical development" of the continuation student? In the La Puente Union High School District it appears that no one is.

TABLE XIV

RECORDED HISTORICAL INFORMATION (RHI)

1. Test Sample
2. Response Frequencies - Ethnic
3. Response Frequencies - Attendance Analysis
4. Response Frequencies - Sex
5. Correlations by Sex, Attendance, and Ethnic Groupings

TABLE XIV, 1
RECORDED HISTORICAL INFORMATION

1

1 With whom does student live?

Mother and Father .... ☐
Mother or Father .... ☐
Sibling .... ☐
Other Relative .... ☐
Guardian .... ☐

2 Age of male with whom student lives.

21 - 29 .... ☐
30 - 39 .... ☐
40 - 49 .... ☐
50 - 59 .... ☐
60 or over .... ☐

3 Age of female with whom student lives.

21 - 29 .... ☐
30 - 39 .... ☐
40 - 49 .... ☐
50 - 59 .... ☐
60 or over .... ☐

4 Occupation of male.

Unskilled or Semiskilled .... ☐
Skilled .... ☐
Small Business Owner .... ☐
White-collar .... ☐
Professional .... ☐
Specify ____

5 Occupation of female.

Housewife .... ☐

Unskilled or Semiskilled .... ☐

Skilled .... ☐

Small Business Owner .... ☐

White-collar Worker (Clerical, etc.) .... ☐

Specify ________________________________

6 Educational level of male in home.

Elementary .... ☐

Junior High School .... ☐

High School .... ☐

Junior College .... ☐

Four year college or more .... ☐

7 Educational level of female in home.

Elementary .... ☐

Junior High School .... ☐

High School .... ☐

Junior College .... ☐

Four year college or more .... ☐

8 Marital status of student's parent(s).

Married .... ☐

Separated or divorced .... ☐

Widowed .... ☐

Remarried .... ☐

Never married .... ☐

9 Student's sex.

Male ☐
Female ☐

---

10 Birthplace of student.

California or Western States ☐
Midwest ☐
Eastern ☐
Southern ☐
Foreign born ☐

---

11 Number of siblings in family.

One ☐
Two - three ☐
Four - six ☐
Seven - nine ☐
Ten or more ☐

---

12 Student's position in family.

First born ☐
Last born ☐
Middle born ☐
Twin ☐
Other ☐

Specify ____________________

13 Known handicaps of student.

Visual .... ☐

Hearing .... ☐

Physical deformity .... ☐

Epilepsy .... ☐

Other .... ☐

Specify ______________________________

14 Recorded statement of accidents and medical treatment.

Falls and stitched cuts .... ☐

Breaks/fractures .... ☐

Seizures .... ☐

Prolonged illness or hospitalization .... ☐

Fainting or prolonged dizziness .... ☐

Other .... ☐

Specify ______________________________

15 Grade(s) of reported accident and medical treatment.
(If more than one, use letter grade to identify)

K - 2 .... ☐

3 - 5 .... ☐

6 - 7 .... ☐

8 - 9 .... ☐

10 and above .... ☐

16 Grade first referred for Special Education.

K - 2 .... ☐

3 - 5 .... ☐

6 - 7 .... ☐

8 - 9 .... ☐

10 and above .... ☐

17 Reason for referral to Special Education.

Speech ☐
Reading ☐
Psychiatric ☐
Behavioral ☐
Other ☐
Specify ____________________

____

18 Grade student received first "F" or "U" grade.

K - 2 ☐
3 - 5 ☐
6 - 7 ☐
8 - 9 ☐
10 and above ☐

19 Language spoken at home.

English only ☐
Spanish only ☐
English and Spanish ☐
English and some language other than Spanish ☐
Other ☐

20 Number of schools attended while in Elementary grades.

One only ☐
Two only ☐
3 - 4 ☐
5 - 7 ☐
8 or more ☐

21 Number of schools attended while in Junior High School.

One only ☐
Two only ☐
3 - 4 ☐
5 - 7 ☐
8 or more ☐

---

22 Number of schools attended while in High School.

One only ☐
Two only ☐
3 - 4 ☐
5 - 7 ☐
8 or more ☐

---

23 Grade of first reported attendance or behavior problem.

K - 2 ☐
3 - 6 ☐
7 - 8 ☐
9 - 10 ☐
11 and above ☐

---

24 Most frequently reported school violations.

Attendance ☐
Academic failure ☐
Dress ☐
Smoking ☐
Discipline problems ☐

25 Reported school action regarding attendance, failure or behavior problems.

Referred to counselor .... ☐

Letter home .... ☐

Parent conference .... ☐

Suspension .... ☐

Other .... ☐

Specify ____

____

26 Stated reason for referral to Continuation High School.

Disciplinary problem .... ☐

Truancy .... ☐

Dress violation .... ☐

Grades .... ☐

Other .... ☐

Specify ____

____

TABLE XIV, 2

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY ETHNIC

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
1. Anglo (N=93)	2.2	77.4	17.2	1.1	0.0	2.2
		79.1	17.6	1.1	0.0	2.2
Mex/Am (N=42)	4.8	85.7	7.1	0.0	2.4	0.0
		90.0	7.5	0.0	2.5	0.0
2. Anglo	97.8	0.0	1.1	0.0	1.1	0.0
		0.0	50.0	0.0	50.0	0.0
Mex/Am	100.0	0.0	0.0	0.0	0.0	0.0
		0.0	0.0	0.0	0.0	0.0
3. Anglo	97.8	0.0	0.0	1.1	1.1	0.0
		0.0	0.0	50.0	50.0	0.0
Mex/Am	100.0	0.0	0.0	0.0	0.0	0.0
		0.0	0.0	0.0	0.0	0.0
4. Anglo	16.1	29.9	37.6	0.0	9.7	9.7
		32.1	44.9	0.0	11.5	11.5
Mex/Am	11.9	42.9	38.1	0.0	7.1	0.0
		48.6	43.2	0.0	8.1	0.0
5. Anglo	11.8	60.2*	19.4	3.2	0.0	5.4
		68.3	22.0	3.7	0.0	6.1
Mex/Am	2.4	81.0*	7.1	2.4	0.0	7.1
		82.9	7.3	2.4	0.0	7.3
6. Anglo	54.8	7.5	8.6	22.6	4.3	2.2
		16.7	19.0	50.0	9.5	4.4
Mex/Am	54.8	4.8	16.7	23.8	0.0	0.0
		10.5	36.8	52.6	0.0	0.0
7. Anglo	52.7	4.3	6.5	32.3	4.3	0.0
		9.1	13.6	68.2	9.1	0.0
Mex/Am	40.5	9.5	19.0	31.0	0.0	0.0
		16.0	32.0	52.0	0.0	0.0
8. Anglo	6.5	74.2	4.3	4.3	10.8	0.0
		79.3	4.6	4.6	11.5	0.0
Mex/Am	7.1	76.2	2.4	7.1	7.1	0.0
		82.1	2.6	7.7	7.7	0.0

Level of Confidence (* = .05); (** = .01)

RHI - ETHNIC

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
9.	Anglo	(N=93)	1.1	65.6	33.3	0.0	0.0	0.0
				66.3	33.7	0.0	0.0	0.0
	Mex/Am	(N=42)	0.0	81.0	19.0	0.0	0.0	0.0
				81.0	19.0	0.0	0.0	0.0
10.	Anglo		4.3	59.1	21.5*	9.7	3.2	2.2
				61.8	22.5	10.1	3.4	2.2
	Mex/Am		4.8	66.7	7.1*	16.7	4.8	0.0
				70.0	7.5	17.5	5.0	0.0
11.	Anglo		11.8	7.5	38.7	36.6	5.4	0.0
				8.5	43.9	41.5	6.1	0.0
	Mex/Am		7.1	4.8	40.5	31.0	9.5	7.1
				5.1	43.6	33.3	10.3	7.7
12.	Anglo		12.9	29.0*	14.0*	31.2	2.2	10.8
				33.3	16.0	35.8	2.5	12.3
	Mex/Am		11.9	9.5*	33.3*	28.6	0.0	16.7
				10.8	37.8	32.4	0.0	18.9
13.	Anglo		76.3	14.0	4.3	0.0	0.0	5.4
				59.1	18.2	0.0	0.0	22.7
	Mex/Am		76.2	9.5	7.1	2.4	2.4	2.4
				40.0	30.0	10.0	10.0	10.0
14.	Anglo		79.6	5.4	2.2	6.5	5.4	1.1**
				26.3	10.5	31.6	26.3	5.3
	Mex/Am		66.7	2.4	7.1	2.4	4.8	16.7**
				7.1	21.4	7.1	14.3	50.0
15.	Anglo		83.9	4.3*	6.5	2.2	3.2	0.0
				26.7	40.0	13.3	20.0	0.0
	Mex/Am		76.2	14.3*	4.8	2.4	2.4	0.0
				60.0	20.0	10.0	10.0	0.0
16.	Anglo		73.1	5.4	12.9	4.3	2.2	2.2
				20.0	48.0	16.0	8.0	8.0
	Mex/Am		76.2	9.5	4.8	4.8	4.8	0.0
				40.0	20.0	20.0	20.0	0.0
17.	Anglo		73.1	6.5	12.9	0.0	3.2	4.3
				24.0	48.0	0.0	12.0	16.0
	Mex/Am		69.0	9.5	14.3	7.1	0.0	0.0
				30.8	46.2	23.1	0.0	0.0

Level of Confidence (* = .05); (** = .01)

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
18.	Anglo	(N=93)	8.6	9.7	9.7	7.5	53.8	10.8
				10.6	10.6	8.2	58.8	11.8
	Mex/Am	(N=42)	7.1	2.4	11.9	11.9	61.9	4.8
				2.6	12.8	12.8	66.7	5.1
19.	Anglo		7.5	89.2**	0.0	1.1**	2.2	0.0
				96.5	0.0	1.2	2.3	0.0
	Mex/Am		14.3	40.5**	2.4	40.5**	2.4	0.0
				47.2	2.8	47.2	2.8	0.0
20.	Anglo		21.5	17.2	33.3	26.9	1.1	0.0
				21.9	42.5	34.2	1.4	0.0
	Mex/Am		9.5	7.1	42.9	31.0	9.5	0.0
				7.9	47.4	34.2	10.5	0.0
21.	Anglo		10.8	63.4	19.4	5.4	1.1	0.0
				71.1	21.7	6.0	1.2	0.0
	Mex/Am		21.4	54.8	19.0	4.8	0.0	0.0
				69.7	24.2	6.1	0.0	0.0
22.	Anglo		5.4	1.1**	75.3	17.2	1.1	0.0
				1.1	79.5	18.2	1.1	0.0
	Mex/Am		4.8	16.7**	61.9	16.7	0.0	0.0
				17.5	65.0	17.5	0.0	0.0
23.	Anglo		11.8	5.4	17.2	15.1	47.3	3.2
				6.1	19.5	17.1	53.7	3.7
	Mex/Am		16.7	9.5	9.5	21.4	40.5	2.4
				11.4	11.4	25.7	48.6	2.9
24.	Anglo		5.4	52.7	19.4	4.3	1.1	17.2
				55.7	20.5	4.5	1.1	18.2
	Mex/Am		4.8	61.9	14.3	0.0	2.4	16.7
				65.0	15.0	0.0	2.5	17.5
25.	Anglo		8.6	61.3	14.0	8.6	7.5	0.0
				67.1	15.3	9.4	8.2	0.0
	Mex/Am		14.3	54.8	19.0	2.4	7.1	2.4
				63.9	22.2	2.8	8.3	2.8
26.	Anglo		2.2	44.1	33.3	0.0	11.8	8.6
				45.1	34.1	0.0	12.1	8.8
	Mex/Am		4.8	38.1	28.6	0.0	14.3	14.3
				40.0	30.0	0.0	15.0	15.0

Level of Confidence (* = .05); (** = .01)

TABLE XIV, 3

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY ATTENDANCE

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
1. Group A (N=76)	2.6	80.3	14.5	0.0	1.3	1.3+
		82.4	14.9	0.0	1.4	1.4++
Group B (N=55)	3.6	78.2	14.5	1.8	0.0	1.8+
		81.1	15.1	1.9	0.0	1.9++
2. Group A	98.7	0.0	1.3	0.0	0.0	0.0
		0.0	100.0	0.0	0.0	0.0
Group B	98.2	0.0	0.0	0.0	1.8	0.0
		0.0	0.0	0.0	100.0	0.0
3. Group A	98.7	0.0	1.3	0.0	0.0	0.0
		0.0	100.0	0.0	0.0	0.0
Group B	98.2	0.0	0.0	1.8	0.0	0.0
		0.0	0.0	100.0	0.0	0.0
4. Group A	15.8	31.6	36.8	0.0	10.5	5.3
		37.5	43.8	0.0	12.5	6.3
Group B	14.5	36.4	32.7	0.0	7.3	9.1
		42.6	38.3	0.0	8.5	10.6
5. Group A	6.6	69.7	13.2	3.9	0.0	6.6
		74.6	14.1	4.2	0.0	7.0
Group B	12.7	63.6	16.4	1.8	0.0	5.5
		72.9	18.8	2.1	0.0	6.3
6. Group A	57.9	7.9	7.9	22.4	1.3	2.6
		18.8	18.8	53.1	3.1	6.3
Group B	49.1	3.6	14.5	27.3	5.5	0.0
		7.1	28.6	53.6	10.7	0.0
7. Group A	50.0	7.9	11.8	26.3	3.9	0.0
		15.8	23.7	52.6	7.9	0.0
Group B	45.5	3.6	7.3	41.8	1.8	0.0
		6.7	13.3	76.7	3.3	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
8. Group A (N=76)	3.9	76.3	2.6	6.6	10.5	0.0+
		79.5	2.7	6.8	11.0	0.0++
Group B (N=55)	10.9	69.1	5.5	3.6	10.9	0.0+
		77.6	6.1	4.1	12.2	0.0++
9. Group A	1.3	67.1	31.6	0.0	0.0	0.0
		68.0	32.0	0.0	0.0	0.0
Group B	0.0	72.7	27.3	0.0	0.0	0.0
		72.7	27.3	0.0	0.0	0.0
10. Group A	5.3	59.2	18.4	5.3*	9.2	2.6
		62.5	19.4	5.6	9.7	2.8
Group B	3.6	61.8	16.4	18.2*	0.0	0.0
		64.2	17.0	18.9	0.0	0.0
11. Group A	11.8	6.6	32.9	39.5	5.3	3.9
		7.5	37.3	44.8	6.0	4.5
Group B	9.1	9.1	43.6	30.9	7.3	0.0
		10.0	48.0	34.0	8.0	0.0
12. Group A	11.8	26.3	21.1	26.3	0.0	14.5
		29.9	23.9	29.9	0.0	16.4
Group B	12.7	20.0	20.0	34.5	1.8	10.9
		22.9	22.9	39.6	2.1	12.5
13. Group A	82.9	10.5	2.6	1.3	0.0	2.6
		61.5	15.4	7.7	0.0	15.4
Group B	67.3	16.4	7.3	0.0	1.8	7.3
		50.0	22.2	0.0	5.6	22.2
14. Group A	77.6	6.6	1.3	5.3	7.9	1.3*
		29.4	5.9	23.5	35.3	5.9
Group B	72.7	1.8	5.5	3.6	5.5	10.9*
		6.7	20.0	13.3	20.0	40.0
15. Group A	84.2	3.9	6.6	2.6	2.6	0.0
		25.0	41.7	16.7	16.7	0.0
Group B	78.2	10.9	5.5	1.8	3.6	0.0
		50.0	25.0	8.3	16.7	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

		DISTRIBUTION OF RESPONSE CHOICE				
ITEMS	BLANK	A	B	C	D	E
16. Group A (N=76)	73.7	5.3	10.5	5.3	3.9	1.3+
		20.0	40.0	20.0	15.0	5.0++
Group B (N=55)	74.5	9.1	9.1	3.6	1.8	1.8+
		35.7	35.7	14.3	7.1	7.1++
17. Group A	71.1	7.9	13.2	1.3	2.6	3.9
		27.3	45.5	4.5	9.1	13.6
Group B	76.4	5.5	12.7	1.8	1.8	1.8
		23.1	53.8	7.7	7.7	7.7
18. Group A	9.2	6.6	7.9	7.9	56.6	11.8
		7.2	8.7	8.7	62.3	13.0
Group B	9.1	9.1	9.1	10.9	56.4	5.5
		10.0	10.0	12.0	62.0	6.0
19. Group A	13.2	65.8**	1.3	17.1**	2.6	0.0
		75.8	1.5	19.7	3.0	0.0
Group B	7.3	89.1**	0.0	1.8**	1.8	0.0
		96.1	0.0	2.0	2.0	0.0
20. Group A	18.4	10.5	35.5	32.9	2.6	0.0
		12.9	43.5	40.3	3.2	0.0
Group B	20.0	21.8	30.9	21.8	5.5	0.0
		27.3	38.6	27.3	6.8	0.0
21. Group A	11.8	56.6	25.0	5.3	1.3	0.0
		64.2	28.4	6.0	1.5	0.0
Group B	18.2	63.6	14.5	3.6	0.0	0.0
		77.8	17.8	4.4	0.0	0.0
22. Group A	1.3	5.3	75.0	17.1	1.3	0.0
		5.3	76.0	17.3	1.3	0.0
Group B	10.9	5.5	67.3	16.4	0.0	0.0
		6.1	75.5	18.4	0.0	0.0
23. Group A	14.5	3.9	10.5	17.1	48.7	5.3
		4.6	12.3	20.0	56.9	6.2
Group B	14.5	9.1	21.8	18.2	36.4	0.0
		10.6	25.5	21.3	42.6	0.0

Level of Confidence (* = .05); (** = .01)

+ Represents the actual percentage obtained from the data.

++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

RHI - ATTENDANCE

ITEMS			DISTRIBUTION OF RESPONSE CHOICE					
			BLANK	A	B	C	D	E
24.	Group A	(N=76)	2.6	56.6	23.7	1.3	1.3	14.5+
				58.1	24.3	1.4	1.4	14.9++
	Group B	(N=55)	9.1	54.5	10.9	5.5	1.8	18.2+
				60.0	12.0	6.0	2.0	20.0++
25.	Group A		13.2	56.6	14.5	6.6	7.9	1.3
				65.2	16.7	7.6	9.1	1.5
	Group B		7.3	61.8	16.4	7.3	7.3	0.0
				66.7	17.6	7.8	7.8	0.0
26.	Group A		3.9	44.7	23.7	0.0	14.5	13.2
				46.6	24.7	0.0	15.1	13.7
	Group B		1.8	43.6	36.4	0.0	10.9	7.3
				44.4	37.0	0.0	11.1	7.4

Level of Confidence (* = .05); (** = .01)
+ Represents the actual percentage obtained from the data.
++ Represents the projected percentage obtained discounting unavailable information. (Blanks)

TABLE XIV, 4

RECORDED HISTORICAL INFORMATION -

TABLE OF RESPONSE FREQUENCIES BY SEX

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
1.	Male	(N=99)	3.0	83.8	11.1*	0.0	0.0	2.0
	Female	(N=39)	2.6	69.2	23.1*	2.6	2.6	0.0
2.	Male		99.0	0.0	0.0	0.0	1.0	0.0
	Female		97.4	0.0	2.6	0.0	0.0	0.0
3.	Male		99.0	0.0	0.0	1.0	0.0	0.0
	Female		97.4	0.0	2.6	0.0	0.0	0.0
4.	Male		13.1	35.4	36.4	0.0	9.1	6.1
	Female		17.9	25.6	41.0	0.0	7.7	7.7
5.	Male		9.1	69.7	14.1	3.0	0.0	4.0
	Female		7.7	59.0	17.9	5.1	0.0	10.3
6.	Male		50.5	7.1	12.1	26.2	3.0	1.0
	Female		64.1	5.1	7.7	17.9	2.6	2.6
7.	Male		44.4	6.1	11.1	36.4	2.0	0.0
	Female		59.0	5.1	7.7	23.1	5.1	0.0
8.	Male		6.1	77.8	5.1	4.0	7.1	0.0
	Female		7.7	64.1	2.6	5.1	17.9	0.0
9.	Male		1.0	98.0**	1.0**	0.0	0.0	0.0
	Female		0.0	0.0**	100.0**	0.0	0.0	0.0
10.	Male		5.1	58.6	15.2	13.1	6.1	2.0
	Female		2.6	66.7	20.5	7.7	2.6	0.0
11.	Male		12.1	5.1	39.4	36.4	6.1	1.0
				5.7	44.8	41.4	6.9	1.1
	Female		5.1	12.8	35.9	33.3	7.7	5.1
				13.5	37.8	35.1	8.1	5.4
12.	Male		12.1	23.2	24.2*	27.3	0.0	13.1
				26.4	27.6	31.0	0.0	14.9
	Female		12.8	25.6	7.7*	38.5	5.1	10.3
				29.4	8.8	44.1	5.9	11.8

Level of Confidence (* = .05); (** = .01)

RHI - SEX

			DISTRIBUTION OF RESPONSE CHOICE					
ITEMS			BLANK	A	B	C	D	E
13.	Male	(N=99)	74.7	13.1	5.1	1.0	1.0	5.1
				52.0	20.0	4.0	4.0	20.0
	Female	(N=39)	82.1	10.3	5.1	0.0	0.0	2.6
				57.1	28.6	0.0	0.0	14.3
14.	Male		69.7	1.0	8.1	2.0	8.1	10.1
				3.3	26.7	6.7	26.7	33.3
	Female		92.3	0.0	0.0	2.6	0.0	5.1
				0.0	0.0	33.3	0.0	66.7
15.	Male		76.8	9.1	8.1	2.0	4.0	0.0
				39.1	34.8	8.7	17.4	0.0
	Female		94.9	2.6	0.0	2.6	0.0	0.0
				50.0	0.0	50.0	0.0	0.0
16.	Male		72.7	5.1	12.1	4.0	4.0	2.0
				18.5	44.4	14.8	14.8	7.4
	Female		79.5	10.3	5.1	5.1	0.0	0.0
				50.0	25.0	25.0	0.0	0.0
17.	Male		70.7	8.1	13.1	3.0	3.0	2.0
				27.6	44.8	10.3	10.3	6.9
	Female		76.9	5.1	12.8	0.0	0.0	5.1
				22.2	55.6	0.0	0.0	22.2
18.	Male		10.1	9.1	8.1	12.1*	52.5	8.1
				10.1	9.0	13.5	58.4	9.0
	Female		5.1	2.6	15.4	2.6*	64.1	10.3
				2.7	16.2	2.7	67.6	10.8
19.	Male		9.1	74.7	0.0	13.1	3.0	0.0
				82.2	0.0	14.4	3.3	0.0
	Female		12.8	71.8	2.6	12.8	0.0	0.0
				82.4	2.9	14.7	0.0	0.0
20.	Male		17.2	9.1**	34.3	35.4**	4.0	0.0
				11.0	41.5	42.7	4.9	0.0
	Female		20.5	28.2**	38.5	10.3	2.6	0.0
				35.5	48.4	12.9	3.2	0.0
21.	Male		15.2	60.6	18.2	6.1	0.0	0.0
				71.4	21.4	7.1	0.0	0.0
	Female		10.3	59.0	25.6	2.6	2.6	0.0
				65.7	28.6	2.9	2.9	0.0

Level of Confidence (* = .05); (** = .01)

RHI - SEX

ITEMS		DISTRIBUTION OF RESPONSE CHOICE					
		BLANK	A	B	C	D	E
22.	Male	5.1	7.1	67.7	19.2	1.0	0.0
			7.4	71.3	20.2	1.1	0.0
	Female	5.1	2.6	79.5	12.8	0.0	0.0
			2.7	83.8	13.5	0.0	0.0
23.	Male	15.2	8.1	16.2	19.2	39.4	2.0
			9.5	19.0	22.6	46.4	2.4
	Female	10.3	2.6	10.3	15.4	56.4	5.1
			2.9	11.4	17.1	62.9	5.7
24.	Male	6.1	53.5	17.2	2.0	1.0	20.2
			57.0	18.3	2.2	1.1	21.5
	Female	2.6	61.5	17.9	5.1	2.6	10.3
			63.2	18.4	5.3	2.6	10.5
25.	Male	7.1	64.6*	17.2	4.0*	6.1	1.0
			69.6	18.5	4.3	6.5	1.1
	Female	17.9	46.2*	12.8	12.8*	10.3	0.0
			56.3	15.6	15.6	12.5	0.0
26.	Male	1.0	47.5	30.3	0.0	12.1	9.1
			48.0	30.6	0.0	12.2	9.2
	Female	7.7	30.8	35.9	0.0	12.8	12.8
			33.3	38.9	0.0	13.9	13.9

Level of Confidence (* = .05); (** = .01)

TABLE XIV, 5

RHI CORRELATIONS

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Sex	1																	
Attendance	2	-.155																
Ethnic	3	-.127	.079															
Student Lives With	4	.239	.112	-.220														
Occupation, Mother	5	.093	-.090	-.229	.011													
Occupation, Father	6	.212	.229	-.136	.199	-.056												
Marital Status, Parents	7	.142	.082	-.108	.856	.138	.158											
Sex	8	.958	-.190	-.147	.220	.084	.191	.124										
Birthplace	9	.056	-.057	-.206	.267	.079	.057	.221	.027									
No. Siblings	10	-.116	.059	.107	.040	-.186	-.357	.000	-.142	.074								
Student Position in Family	11	.026	-.003	.052	-.165	-.193	-.149	-.186	.008	.039	.301							
Grade of First "F"	12	.052	-.179	.011	-.069	-.036	-.111	-.023	.107	.207	-.000	-.062						
Language Spoken at Home	13	-.033	.209	.595	-.154	-.161	-.008	-.159	-.048	-.289	.149	.095	.007					
No. of Schools Attended-Elem.	14	-.313	-.093	.144	-.062	.005	-.154	-.064	-.365	.117	.225	.036	-.151	-.067				
No. of Schools Attended-Jr.High	15	.072	-.140	.125	.162	-.073	-.055	.092	.052	.061	.273	-.059	-.185	-.035	.373			
No. of Schools Attended-High	16	-.049	.003	-.046	.104	-.039	.110	.077	-.063	.083	.087	-.215	-.260	-.144	.253	.395		
Grade First Behavior Problem	17	.220	-.086	-.041	.023	-.082	.039	-.011	.243	.155	.043	.107	.474	.171	-.121	-.077	-.279	

df = 55; .05 significance ≥ .261; .01 significance ≥ .338

TABLE XV

SOCIOLOGICAL QUESTIONNAIRE (SOC)

1. Test Sample
2. Response Frequencies - Attendance
3. Response Frequencies - Sex
4. Response Frequencies - Ethnic
5. Correlations by Attendance, Sex and Ethnic Groupings

TABLE XV, 1

SOCIOLOGICAL QUESTIONNAIRE

YOUR ANSWERS TO THE QUESTIONS ON THE FOLLOWING PAGES WILL HELP US TO IMPROVE CONTINUATION SCHOOL PROGRAMS.

ANSWER EACH QUESTION THE BEST YOU CAN.

THE ANSWERS TO THE QUESTIONS WILL BE KEPT PRIVATE. THE INFORMATION IS FOR RESEARCH ONLY!

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

3/7/68

1

How old are you now?

13 years old or younger .... ☐ a
14 years old .... ☐ b
15 years old .... ☐ c
16 years old .... ☐ d
17 years old or older .... ☐ e

2

Where did you attend school before you entered Valley High School?

Regular high school in this district .... ☐ a
Regular high school in another district .... ☐ b
Another continuation high school .... ☐ c
Some other school (church, camp, juvenile authority) .. ☐ d
None of these .... ☐ e

3

With whom are you living?

Mother and Father .... ☐ a
Mother or Father only .... ☐ b
Other relatives .... ☐ c
Friends .... ☐ d
None of these .... ☐ e

4

Which of these is true in your case?

Married .... ☐ a
Single .... ☐ b
Engaged .... ☐ c
Going Steady .... ☐ d
None of these .... ☐ e

5

How well do you feel that you were doing on school work before you entered Valley High?

- Well .... ☐ a
- About Average .... ☐ b
- Below Average .... ☐ c
- Poorly .... ☐ d
- Do not know .... ☐ e

6

How well do you feel that you are doing in your school work since you have been at Valley High?

- Much Better .... ☐ a
- A Lettle better .... ☐ b
- No Change .... ☐ c
- Not As Well .... ☐ d
- Do not know .... ☐ e

7

How many of the subjects that you are taking now do you feel are of value to you?

- All .... ☐ a
- Most .... ☐ b
- Some .... ☐ c
- Few .... ☐ d
- None .... ☐ e

8

How do you usually get to Valley High?

- Walk .... ☐ a
- Ride the Bus .... ☐ b
- Drive a car .... ☐ c
- Ride in a car .... ☐ d
- Ride a bike .... ☐ e

9

Not counting school time, how long do you study each day?

- None ☐ a
- One hour or less ☐ b
- More than one, but less than two hours ☐ c
- Two hours or more ☐ d
- It varies a lot ☐ e

10

What languages are spoken by your family?

- English only ☐ a
- English and Spanish ☐ b
- Spanish only ☐ c
- English and some language other than Spanish ☐ d
- Some language other than English or Spanish ☐ e

11

What do you like best?

- Shop and Practice classes ☐ a
- The Contract System ☐ b
- Class discussions ☐ c
- Movies and slides ☐ d
- None of these ☐ e

12

How long do you plan to stay at Valley High?

- Until I graduate ☐ a
- Until I return to regular school ☐ b
- Until I am 18 years old ☐ c
- Until I can get a job ☐ d
- None of these ☐ e

13

How do you spend most of the money that you get?

I contribute to family support ☐ a
I spend it on my clothing ☐ b
To fix and run my car or motorcycle ☐ c
I buy records, magazines and stuff ☐ d
I spend it on other things ☐ e

14

How much trouble do you have with your class work and studies?

No trouble at all; the work is easy ☐ a
Some trouble, but I can do the work ☐ b
Some trouble, and I cannot do all the work ☐ c
I have a lot of trouble, and I cannot do all the work ☐ d
None of these ☐ e

15

If you go to the public or school library, what do you do there?

Study and read for school work ☐ a
Check out books to read at home ☐ b
Look through different kinds of magazines and books ☐ c
Meet and talk to friends ☐ d
None of these ☐ e

16

How often do you go out each week?

Only on weekends ☐ a
On weekends, and maybe one week night ☐ b
Almost every night ☐ c
I do not go out much at all ☐ d
None of these ☐ e

17

Do you think you will get married while you are in high school?

Yes ☐ a
Some chance ☐ b
Very little chance ☐ c
No chance ☐ d
I am already married ☐ e

18

If you are not married when you finish high school, how long do you expect it will be before you are married?

Less than one year later ☐ a
In about one year ☐ b
In less than five years ☐ c
Have no specific plans ☐ d
Do not feel that I will ever marry ☐ e

19

What do you think your grades will average this year?

A or B or better ☐ a
About a C ☐ b
About a D ☐ c
About an F ☐ d
I don't know yet ☐ e

20

What are the chances that you will drop out of school before you graduate?

Very good chance ☐ a
Some chance ☐ b
Very little chance ☐ c
No chance ☐ d
Not sure ☐ e

21

Which of the following is your plan for a job when you finish your schooling?

I haven't thought much about it and I have no plans... ☐ a
There are many things I'd like to do but I have no plans ☐ b
I know the job I want and I am taking steps to get it.. ☐ c
I think that it is too early for me to decide......... ☐ d
None of these.. ☐ e

22

If you find work that you like to do how much money would you expect to earn per hour?

$1.00 per hour.. ☐ a
$2.00 per hour.. ☐ b
$3.00 per hour.. ☐ c
$5.00 per hour.. ☐ d
I don't know.. ☐ e

23

Which of the following is the type of work that your father does?

Trade craft (mechanic, electrician, etc.).............. ☐ a
Professional (engineer, teacher, doctor, etc)......... ☐ b
Laborer (janitor, farm worker, etc.)................... ☐ c
Unemployed... ☐ d
None of these.. ☐ e

24

How much do you think you would have to make to support a family of four?

$1.00 per hour ($40.00 per week)....................... ☐ a
$2.00 per hour ($80.00 per week)....................... ☐ b
$3.00 per hour ($120.00 per week)...................... ☐ c
At least $5.00 per hour ($200.00 per week)............. ☐ d
I have no idea... ☐ e

25

Where does most of your family money come from?

Father's Paycheck.............................. ☐ a
Mother's Paycheck.............................. ☐ b
Paychecks from more than one member of family.......... ☐ c
Support from outside (State, County, etc.).............. ☐ d
None of these.................................. ☐ e

26

How many schools have you attended since you started 9th grade?

Valley only.................................... ☐ a
One other...................................... ☐ b
Two others..................................... ☐ c
Three others................................... ☐ d
More than three................................ ☐ e

27

How much schooling do you plan to get?

High school.................................... ☐ a
Trade or Technical School...................... ☐ b
Junior College................................. ☐ c
Four year College.............................. ☐ d
None of these.................................. ☐ e

28

How much schooling did your father have?

High school.................................... ☐ a
Trade or Technical School...................... ☐ b
Some College................................... ☐ c
College degree................................. ☐ d
None of these.................................. ☐ e

29

How much schooling did your mother have?

High school ☐ a
Trade or Technical School ☐ b
Some College ☐ c
College degree ☐ d
None of These ☐ e

30

How many children are there in your family?

Only me ☐ a
One ☐ b
Two ☐ c
Three ☐ d
Four or more ☐ e

31

If you are working, how many hours do you work each week?

I do not work ☐ a
I work 10 hours or less ☐ b
I work more than 10, but less than 20 hours ☐ c
I work 20 hours or more, but less than 30 hours ☐ d
I work 30 hours or more per week ☐ e

32

If you work, what kind of work do you do?

Many different little jobs ☐ a
Service Station, Garage, or Mechanic ☐ b
Cook, Waiter, Waitress, Bus Boy, or Dishwasher ☐ c
Clerk, Typist, Receptionist, or Business Machines ☐ d
None of these ☐ e

33

Where do you expect to work when you leave Valley High School?

La Puente and Industry Area ☐ a
Pomona and Riverside Area ☐ b
East Los Angeles ☐ c
Downey and Bellflower Area ☐ d
None of these ☐ e

34

Why do you think you should finish high school?

It will help me to find a job ☐ a
I will find a better job ☐ b
I want a better education ☐ c
My parents want me to graduate ☐ d
None of these ☐ e

35

Which of the following do you feel would improve Valley High?

Morning classes ☐ a
Physical Education ☐ b
Smaller classes ☐ c
More Counseling ☐ d
None of these ☐ e

36

I would like to learn more about

Science ☐ a
A Job Skill ☐ b
World News ☐ c
Myself and Others ☐ d
None of these ☐ e

37

From which of the following do you learn most about world news?

Talk with friends and family.............................. ☐ a
Radio and TV.. ☐ b
Newspapers and Magazines.................................. ☐ c
Teachers and School....................................... ☐ d
None of these... ☐ e

38

Do you expect to:

Be drafted.. ☐ a
Enlist.. ☐ b
Join Reserves... ☐ c
Stay out of military service.............................. ☐ d
None of these... ☐ e

39

Have you ever been arrested?

I have never been arrested................................ ☐ a
For disturbing the peace or curfew........................ ☐ b
For truancy or runaway.................................... ☐ c
Shoplifting or other theft................................ ☐ d
I have been arrested, but for none of these............... ☐ e

40

If you were in personal trouble, who would you go to for help?

Parents... ☐ a
Counselor... ☐ b
Friends... ☐ c
Others.. ☐ d
No one.. ☐ e

41

Do you feel that it would be worthwhile to have more counseling available at Valley High?

- No, there is plenty now ☐ a
- No, just make it easier for us to talk to ones we have ☐ b
- More counselors and more time would help ☐ c
- I'd rather get help somewhere else ☐ d
- I don't really care ☐ e

42

Do you think that continuation school helps students?

- Very much ☐ a
- Quite a lot ☐ b
- If it had lots of changes ☐ c
- Not at all ☐ d
- None of these apply ☐ e

TABLE XV, 2

SOCIOLOGICAL SURVEY - TABLE OF RESPONSE FREQUENCIES BY ATTENDANCE

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
1. Group A (N=87)	1.1%	.0%	3.4%	24.1%	44.8%	26.4%*
Group B (N=73)	.0	.0	5.4	19.2	34.2	41.1 *
Group C (N=16)	.0	.0	.0	6.3	68.8	25.0
2. Group A	1.1	75.9	9.2	10.3	1.1	2.3
Group B	.0	76.7	17.8	5.5	.0	.0
Group C	.0	93.8	6.3	.0	.0	.0
3. Group A	1.1	74.7	12.6	5.7	1.1	4.6
Group B	1.4	71.2	19.2	2.7	.0	5.5
Group C	.0	43.8	56.3	.0	.0	.0
4. Group A	1.1	2.3	56.3	8.0	23.0	9.2 *
Group B	1.4	1.4	47.9	13.7	16.4	19.2 *
Group C	.0	.0	43.8	12.5	31.3	12.5
5. Group A	1.1	6.9	24.1	25.3	34.5	8.0
Group B	.0	6.8	28.8	27.4	30.1	6.8
Group C	.0	.0	25.0	56.3	12.5	6.3
6. Group A	1.1	52.9	28.7	2.3 **	1.1	13.8
Group B	.0	38.4	35.6	13.7 **	5.5	6.8
Group C	.0	25.0	18.8	25.0	.0	31.3
7. Group A	1.1	36.8	17.2	24.1	14.9	5.7
Group B	.0	50.7	19.2	16.4	8.2	5.5
Group C	.0	37.5	12.5	12.5	18.8	18.8
8. Group A	1.1	21.8	27.6	12.6	36.8 *	.0
Group B	1.4	23.3	34.2	17.8	21.9 *	1.4
Group C	12.5	31.3	6.3	18.8	25.0	6.3
9. Group A	1.1	66.7	8.0 **	3.4	12.6	8.0
Group B	.0	57.5	23.3 **	4.1	6.8	8.2
Group C	6.3	50.0	18.8	12.5	6.3	6.3
10. Group A	1.1	65.5	25.3	.0	1.1	6.9
Group B	.0	65.8	24.7	.0	4.1	5.5
Group C	.0	56.3	31.3	.0	.0	12.5
11. Group A	2.3	21.8	19.5	12.6	14.9	28.7
Group B	1.4	19.2	27.4	19.2	11.0	21.9
Group C	.0	43.8	12.5	18.8	.0	25.0

Level of Confidence (* = .05); (** = .01)

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
12.Group A (N=87)	2.3%	37.9%	29.9%	8.0%	5.7%	16.1%
Group B (N=73)	1.4	26.0	38.4	6.8	15.1	12.3
Group C (N=16)	0.0	18.8	50.0	.0	6.3	25.0
13.Group A	4.6	9.2	20.7	16.1	16.1	33.3
Group B	1.4	15.1	15.1	17.8	6.8	43.8
Group C	.0	31.3	6.3	31.3	.0	31.3
14.Group A	3.4	28.7	43.7	10.3	4.6	9.2
Group B	.0	31.5	53.4	8.2	1.4	5.5
Group C	.0	43.8	43.8	6.3	.0	6.3
15.Group A	3.4	14.9	16.1	17.2	12.6	35.6
Group B	1.4	8.2	21.9	15.1	13.7	39.7
Group C	6.3	.0	43.8	.0	6.3	43.8
16.Group A	4.6	13.8	21.8	46.0	6.9	6.9
Group B	.0	12.3	24.7	50.7	8.2	4.1
Group C	.0	18.8	6.3	56.3	18.8	.0
17.Group A	5.7	2.3	17.2	11.5	62.1	1.1
Group B	.0	6.8	12.3	17.8	61.6	1.4
Group C	.0	12.5	18.8	6.3	62.5	.0
18.Group A	5.7	11.5	5.7	14.9	47.1	14.9
Group B	.0	13.7	9.6	20.5	50.7	5.5
Group C	6.3	6.3	18.8	18.8	37.5	12.5
19.Group A	3.4	18.4	37.9	12.6	2.3	25.3
Group B	1.4	19.2	42.5	16.4	5.5	15.1
Group C	.0	6.3	43.8	25.0	.0	25.0
20.Group A	3.4	14.9	10.3	10.3 *	43.7	17.2
Group B	2.7	8.2	17.8	21.9 *	38.4	11.0
Group C	.0	12.5	6.3	43.8	25.0	12.5
21.Group A	5.7	27.6	21.8	31.0	9.2	4.6
Group B	4.1	26.0	23.3	27.4	12.3	6.8
Group C	.0	43.8	6.3	31.3	18.8	.0
22.Group A	6.9	.0	24.1	23.0	23.0	23.0
Group B	1.4	1.4	27.4	31.5	20.5	17.8
Group C	.0	.0	37.5	37.5	.0	25.0
23.Group A	8.0	32.2	13.8	6.9	4.6	34.5
Group B	2.7	24.7	9.6	13.7	4.1	45.2
Group C	6.3	12.5	12.5	12.5	.0	56.3

Level of Confidence (* = .05); (** = .01)

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
24.Group A (N=87)	4.6%	1.1%	3.4%	34.5%	36.8%	19.5%
Group B (N=73)	.0	.0	11.0	38.4	37.0	12.3
Group C (N=16)	6.3	.0	12.5	50.0	18.8	12.5
25.Group A	4.6	57.5	11.5	16.1	6.9	3.4
Group B	4.1	54.8	16.4	13.7	6.8	4.1
Group C	.0	31.3	18.8	25.0	12.5	12.5
26.Group A	5.7	3.4	42.5 *	23.0	10.3	14.9
Group B	5.5	5.5	57.5 *	12.3	6.8	12.3
Group C	.0	6.3	37.5	18.8	6.3	31.3
27.Group A	5.7	40.2	16.1	21.8	8.0	8.0
Group B	4.1	42.5	16.4	15.1	11.0	11.0
Group C	.0	43.8	18.8	25.0	.0	12.5
28.Group A	6.9	48.3	8.0	4.6	8.0	24.1
Group B	5.5	39.7	1.4	13.7	5.5	34.2
Group C	.0	56.3	.0	6.3	6.3	31.3
29.Group A	8.0	56.3	6.9	3.4	2.3	23.0
Group B	5.5	54.8	1.4	1.4	1.4	35.6
Group C	.0	56.3	.0	12.5	6.3	25.0
30.Group A	6.9	5.7	4.6	6.9	14.9	60.9
Group B	4.1	2.7	2.7	8.2	19.2	63.0
Group C	.0	.0	.0	12.5	6.3	81.3
31.Group A	9.2	70.1	6.9	3.4	3.4	6.9
Group B	4.1	61.6	6.8	8.2	2.7	16.4
Group C	6.2	68.8	.0	.0	6.3	18.8
32.Group A	13.8	8.0	8.0	3.4	3.4	63.2 *
Group B	11.0	17.8	16.4	8.2	1.4	45.2 *
Group C	12.5	12.5	.0	18.8	12.5	43.8 *
33.Group A	9.2	23.0 *	3.4	10.3	2.3	51.7
Group B	4.1	37.0 *	.0	1.4	2.7	54.8
Group C	6.3	31.3	6.3	6.3	.0	50.0
34.Group A	6.9	25.3	33.3	13.8	10.3	10.3
Group B	4.1	17.8	38.4	16.4	12.3	11.0
Group C	.0	18.8	37.5	12.5	12.5	18.8
35.Group A	8.0	39.1	3.4	5.7	9.2	34.5
Group B	11.0	45.2	5.5	5.5	1.4	31.5
Group C	6.3	43.8	6.3	.0	.0	43.8

Level of Confidence (* = .05); (** = .01)

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
36.Group A (N=87)	6.9%	5.7%	44.8%	4.6%	9.2%	28.7%
Group B (N=73)	5.5	5.5	43.8	9.6	12.3	23.3
Group C (N=16)	.0	.0	56.3	18.8	12.5	12.5
37.Group A	6.9	5.7 *	62.1	10.3	2.3	12.6
Group B	4.1	17.8 *	47.9	17.8	2.7	9.6
Group C	.0	6.3	62.5	25.0	6.3	.0
38.Group A	11.5	16.1 *	29.9	1.1	13.8	27.6
Group B	8.2	31.5 *	27.4	2.7	9.6	20.5
Group C	.0	12.5	31.3	6.3	12.5	37.5
39.Group A	9.2	34.5	12.6 **	9.2	11.5	23.0
Group B	5.5	21.9	28.8 **	8.2	11.0	24.7
Group C	.0	56.3	18.8	6.3	.0	18.8
40.Group A	9.2	43.7	4.6	20.7	2.3	19.5
Group B	8.2	37.0	13.7	21.9	4.1	15.1
Group C	6.3	50.0	6.3	6.3	6.3	25.0
41.Group A	13.8	28.7	9.2 *	10.3	1.1	36.8
Group B	9.6	20.5	19.2 *	20.5	1.4	28.8
Group C	12.5	31.3	12.5	25.0	.0	18.8
42.Group A	10.3	31.0 *	17.2	10.3	13.8	17.2
Group B	9.6	15.1 *	20.5	23.3	16.4	15.1
Group C	6.3	6.3	31.3	25.0	25.0	6.3

Level of Confidence (* = .05); (** = .01)

SOC CORRELATIONS — SIGNIFICANT DIFFERENCES

df = 134
.05 ≥ .167■
.01 ≥ .218⊙

XV, 3

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Sex	1																														
Attendance	2	-.115																													
Ethnic	3	-.068	-.067																												
How old are you now?	4	-.062	.087	-.078																											
With whom living?	5	-.036	.067	-.011	-.013																										
Marital status?	6	.061	-.012	.137	-.045	.017																									
How well doing on sch. wk. before VHS?	7	.062	-.181■	-.099	-.007	.058	.050																								
How well doing at VHS?	8	-.098	.108	-.087	.177■	.079	.012	.153																							
How many subjects of value?	9	-.021	-.048	.012	-.128	-.119	-.152	.026	.268⊙																						
How long study daily?	10	.134	.080	-.033	.143	.083	.084	-.015	-.060	-.203⊙																					
Languages spoken at home?	11	-.091	.058	.307⊙	.054	-.059	.173■	.006	-.050	.041	-.059																				
How long plan to stay at VHS?	12	-.133	.061	-.128	-.124	.182■	-.188■	.017	.227⊙	.254⊙	-.066	-.091																			
Trouble with class work?	13	.150	-.184■	.027	-.071	-.056	.078	.214⊙	.202⊙	.183■	-.085	-.071	.142																		
Think will get married?	14	-.264⊙	-.044	.063	.021	.060	-.002	-.027	-.058	-.041	-.065	.045	-.137	-.143																	
How long after H.S. get married?	15	-.234⊙	-.041	-.007	-.106	.101	-.149	.051	.101	.047	-.075	-.024	-.025	.092	.551⊙																
Grade average this year?	16	.041	-.017	-.048	-.053	.063	.067	.262⊙	.439⊙	.220⊙	-.056	.004	.239⊙	.281⊙	-.090	.036															
Chances drop out before graduate?	17	.103	.006	.044	-.016	.147	.006	-.097	-.167■	-.296⊙	.043	.065	-.243⊙	-.323⊙	.213■	.004	-.140														
Plan for a job?	18	.104	.025	.036	.098	.002	.046	.028	-.138	-.039	.002	.030	-.038	.059	-.073	-.194■	-.051	-.003													
How much money expect to earn?	19	-.106	-.107	.125	.085	.042	.003	.138	.067	.088	.053	.035	.156	-.063	.181■	.078	.170■	.122	-.056												
How much money to support family of 4?	20	-.197■	-.143	.069	.111	.034	.013	.041	.043	-.011	.056	-.007	.016	-.002	.182■	.085	.104	.202■	.149	.306⊙											
Where does most of family income come from?	21	.144	.078	.095	-.045	.126	.087	-.118	-.015	-.164	.083	-.061	-.125	-.020	.078	.012	.051	.144	.037	.053	.071										
How many schools before 9th grade?	22	.085	-.003	.120	.131	.138	.023	.040	.141	-.016	.248⊙	.049	.019	.054	.003	.058	-.003	-.029	-.093	.005	-.072	.128									
How much schooling plan to get?	23	-.060	.019	.012	.152	.179■	.125	.052	.129	.118	.114	.076	.237⊙	.000	.041	.028	-.014	-.114	-.002	-.033	-.048	-.146	.137								
How much schooling did father have?	24	-.180■	.085	.066	.081	.052	.040	.092	.001	.125	-.009	.162	-.062	-.015	.042	.069	-.004	.019	.091	-.084	-.022	-.167●	.011	.047							
How much schooling did mother have?	25	-.050	.046	-.050	.019	.159	-.068	.118	.097	.115	.037	.007	.047	.038	-.014	-.041	.086	-.122	.049	-.010	-.043	-.147	-.016	.111	.214■						
How many children in family?	26	.113	.041	-.087	-.066	-.028	.048	.071	.152	-.025	-.018	-.056	-.045	.060	-.017	.050	-.118	-.003	.073	.034	-.104	.123	-.039	-.185■	-.108	.000					
How many hours work each week?	27	-.183■	.136	-.052	.255⊙	.007	-.081	.155	.114	-.114	.016	-.046	-.015	-.059	-.061	-.019	-.003	.020	.053	.090	-.033	.027	.092	-.079	-.005	-.015	-.130				
Ever been arrested?	28	-.277⊙	-.113	-.066	-.035	-.020	-.104	.108	.104	.042	-.076	.045	.138	.075	.151	.162	-.034	-.069	-.032	.040	-.030	-.076	-.015	.049	-.045	.070	.125	.039			
If in personal trouble, who go to for help?	29	-.218⊙	-.025	.020	.051	.067	.006	-.068	.161	.070	-.027	.098	.127	-.004	.189■	.286⊙	.119	-.094	-.186■	.031	-.046	-.047	.148	.050	.028	.129	.175■	-.087	.136		
Do you think Continuation School helps?	30	-.029	.078	.060	-.128	-.020	.006	-.015	.320⊙	.385⊙	-.068	-.061	.263⊙	.114	.002	.033	.146	.010	-.057	.181⊙	-.044	-.090	-.032	-.035	.041	.064	-.022	-.022	.123	.118	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

TABLE XV, 3

SOCIOLOGICAL SURVEY - TABLE OF RESPONSE FREQUENCIES BY SEX

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
1. Male (N=128)	.8%	0.0%	3.1%	18.8%	43.8%	33.6%
Female (N=42)	0.0	0.0	7.1	19.0	42.9	31.0
2. Male	.8	78.9	12.5	7.0	.8	0.0
Female	0.0	76.2	9.5	9.5	0.0	4.8
3. Male	1.6	72.7	18.0	3.1	0.0	4.7
Female	0.0	66.7	19.0	7.1	2.4	4.8
4. Male	1.6	1.6	54.7	8.6	18.0	15.6
Female	0.0	0.0	40.5	19.0	31.0	9.5
5. Male	.8	7.8	25.0	29.7	28.9	7.8
Female	0.0	2.4	28.6	28.6	33.3	7.1
6. Male	.8	42.2	31.3	10.2	3.1	12.5
Female	0.0	52.4	23.8	7.1	2.4	14.3
7. Male	.8	43.0	16.4	22.7	10.2	7.0
Female	0.0	40.5	21.4	11.9	19.0	7.1
8. Male	1.6	27.3	23.4	19.5 **	27.3	.8
Female	4.8	14.3	35.7	4.8 **	40.5	0.0
9. Male	.8	64.8	15.6	2.3	10.2	6.3
Female	2.4	54.8	14.3	11.9	9.5	7.1
10. Male	.8	63.3	26.6	0.0	2.3	7.0
Female	0.0	71.4	21.4	0.0	2.4	4.8
11. Male	2.3	27.3 **	18.8	14.8	13.3	23.4
Female	0.0	11.9 **	33.3	16.7	7.1	31.0
12. Male	2.3	27.3 *	35.2	9.4	10.9	14.8
Female	0.0	45.2 *	28.6	0.0	7.1	19.0
13. Male	3.9	14.8	9.4 **	23.4 **	11.7	36.7
Female	0.0	11.9	35.7 **	4.8 **	7.1	40.5
14. Male	2.3	33.6	46.1	9.4	3.1	5.5
Female	0.0	23.8	54.8	7.1	2.4	11.9
15. Male	3.9	10.2	15.6 **	14.8	14.8	40.6 *
Female	0.0	14.3	38.1 **	16.7	7.1	23.8 *

Level of Confidence (* = .05); (** = .01)

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
16.Male (N=128)	3.1%	14.1%	15.6%**	56.3%**	7.8%	3.1%
Female (N=42)	0.0	14.3	35.7 **	26.2 **	11.9	11.9
17.Male	3.1	3.1	12.5	12.5	68.0 **	.8
Female	2.4	11.9	23.8	19.0	42.9 **	0.0
18.Male	3.9	9.4	6.3	18.8	50.0	11.7
Female	2.4	19.0	14.3	14.3	40.5	9.5
19.Male	2.3	17.2	42.2	14.1	4.7	19.5
Female	0.0	16.7	35.7	19.0	0.0	28.6
20.Male	3.1	12.5	14.1	18.0	39.8	12.5
Female	0.0	11.9	11.9	14.3	42.9	19.0
21.Male	5.5	27.3	20.3	31.3	10.9	4.7
Female	0.0	31.0	23.8	26.2	14.3	4.8
22.Male	4.7	0.0	21.9 *	29.7	24.2	19.5
Female	0.0	2.4	38.1 *	23.8	9.5	26.2
23.Male	5.5	24.2	11.7	13.3	3.9	41.4
Female	2.4	38.1	11.9	2.4	4.8	40.5
24.Male	3.9	0.0	4.7 **	34.4	44.5 **	12.5
Female	0.0	2.4	16.7 **	47.6	9.5 **	23.8
25.Male	3.9	55.5	16.4	14.1	6.3	3.9
Female	2.4	52.4	7.1	21.4	9.5	7.1
26.Male	4.7	4.7	48.4	20.3	8.6	13.3
Female	2.4	4.8	50.0	11.9	9.5	21.4
27.Male	3.9	39.1	17.2	18.8	10.2	10.9
Female	2.4	47.6	16.7	23.8	2.4	7.1
28.Male	4.7	43.0	3.1	7.8	7.8	33.6
Female	2.4	59.5	9.5	4.8	4.8	19.0
29.Male	6.3	53.1	3.9	3.9	3.1	29.7
Female	2.4	61.9	4.8	2.4	0.0	28.6
30.Male	3.9	4.7	4.7	7.0	16.4	63.3
Female	4.8	2.4	0.0	9.5	11.9	71.4
31.Male	5.5	62.5 **	6.3	7.0	3.9	14.8
Female	7.1	78.6 **	7.1	0.0	2.4	4.8

Level of Confidence (* = .05); (** = .01)

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
32.Male (N-128)	10.2%	12.5%	13.3%	8.6%	3.1%	52.3%
Female (N=42)	11.9	14.3	4.8	2.4	4.8	61.9
33.Male	4.7	27.3	2.3	7.0	2.3	56.3
Female	9.5	35.7	2.4	4.8	2.4	45.2
34.Male	3.9	23.4	41.4 **	11.7	7.8 **	11.7
Female	4.8	19.0	21.4 **	21.4	23.8 **	9.5
35.Male	8.6	45.3	5.5	4.7	4.7	31.3
Female	7.1	28.6	2.4	7.1	7.1	47.6
36.Male	4.7	3.9	46.9	9.4	7.8	27.3
Female	4.8	9.5	45.2	2.4	19.0	19.0
37.Male	3.9	10.2	57.0	15.6	3.9	9.4
Female	4.8	11.9	57.1	11.9	0.0	14.3
38.Male	4.7 **	28.9	36.7 **	3.1	16.4	10.2 **
Female	16.7 **	2.4	9.5 **	0.0	0.0	71.4 **
39.Male	5.5	26.6 **	21.9	6.3	11.7	28.1 *
Female	7.1	45.2 **	16.7	14.3	7.1	9.5 *
40.Male	6.3	37.5	10.2	20.3	2.3	23.4 **
Female	11.9	52.4	4.8	19.0	7.1	4.8 **
41.Male	10.2	26.6	11.7	16.4	.8	34.4
Female	11.9	26.2	19.0	14.3	2.4	26.2
42.Male	8.6	21.9	20.3	16.4	16.4	16.4
Female	7.1	26.2	19.0	19.0	16.7	11.9

Level of Confidence (* = .05); (** = .01)

TABLE XV, 4

SOCIOLOGICAL SURVEY - TABLE OF RESPONSE FREQUENCIES BY ETHNIC

	DISTRIBUTION OF RESPONSE CHOICE					
ITEMS	BLANK	A	B	C	D	E
1. Anglo (N=128)	.8%	0.0%	3.9%	20.3%	39.8%	35.2%
Mex/Am (N=45)	0.0	0.0	4.4	22.2	48.9	24.4
2. Anglo	.8	76.6	13.3	7.0	.8	1.6
Mex/Am	0.0	80.0	11.1	8.9	0.0	0.0
3. Anglo	1.6	68.8	20.3	4.7	.8	3.9
Mex/Am	0.0	75.6	15.6	2.2	0.0	6.7
4. Anglo	.8	1.6	53.1	11.7	20.3	12.5
Mex/Am	2.2	2.2	51.1	8.9	17.8	17.8
5. Anglo	.8	4.7	25.0	28.9	34.4 *	6.3
Mex/Am	0.0	11.1	28.9	31.1	17.8 *	11.1
6. Anglo	.8	43.8	29.7	8.6	2.3	14.8
Mex/Am	0.0	44.4	33.3	11.1	4.4	6.7
7. Anglo	.8	43.0	20.3	18.0	10.9	7.0
Mex/Am	0.0	40.0	8.9	26.7	17.8	6.7
8. Anglo	2.3	21.1	28.9	17.2	28.9	1.6
Mex/Am	2.2	31.1	24.4	11.1	31.1	0.0
9. Anglo	.8	61.7	14.1	4.7	10.9	7.8
Mex/Am	2.2	60.0	17.8	4.4	6.7	8.9
10. Anglo	.8	76.6 **	14.8 **	0.0	2.3	5.5
Mex/Am	0.0	33.3 **	55.6 **	0.0	2.2	8.9
11. Anglo	2.3	18.8 *	25.0	18.0	12.5	23.4
Mex/Am	0.0	33.3 *	11.1	11.1	11.1	33.3
12. Anglo	2.3	25.8 **	39.1	6.3	9.4	17.2
Mex/Am	0.0	44.4 **	24.4	8.9	11.1	11.1
13. Anglo	2.3	11.7	19.5	18.0	7.8 *	40.6
Mex/Am	4.4	17.8	11.1	17.8	20.0 *	28.9
14. Anglo	1.6	28.1	53.1	8.6	1.6	7.0
Mex/Am	2.2	37.8	35.6	8.9	6.7	8.9
15. Anglo	2.3	11.7	18.8	16.4	11.7	39.1
Mex/Am	4.4	6.7	28.9	11.1	13.3	35.6

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
16.Anglo (N=128)	1.6%	12.5%	23.4%	48.4%	9.4%	4.7%
Mex/Am (N=45)	4.4	13.3	17.8	51.1	6.7	6.7
17.Anglo	2.3	6.3	14.8	14.1	61.7	.8
Mex/Am	4.4	2.2	15.6	11.1	64.4	2.2
18.Anglo	2.3	11.7	8.6	18.0	51.6	7.8
Mex/Am	6.7	13.3	4.4	15.6	40.0	20.0
19.Anglo	2.3	18.8	38.3	13.3	3.1	24.2
Mex/Am	2.2	15.6	42.2	22.2	4.4	13.3
20.Anglo	3.1	11.7	12.5	19.5	39.1	14.1
Mex/Am	2.2	11.1	13.3	15.6	42.2	15.6
21.Anglo	3.9	27.3	21.1	29.7	13.3 *	4.7
Mex/Am	6.7	33.3	22.2	28.9	2.2 *	6.7
22.Anglo	3.9	.8	27.3	29.7	18.8	19.5
Mex/Am	4.4	0.0	22.2	24.4	24.4	24.4
23.Anglo	4.7	31.3 *	11.7	9.4	4.7	38.3
Mex/Am	8.9	15.6 *	13.3	13.3	.0	48.9
24.Anglo	3.1	.8	8.6	37.5	34.4	15.6
Mex/Am	4.4	.0	4.4	37.8	35.6	17.8
25.Anglo	3.9	56.3	13.3	15.6	6.3	4.7
Mex/Am	4.4	48.9	17.8	17.8	6.7	4.4
26.Anglo	4.7	3.9	50.0	20.3	7.0	14.1
Mex/Am	6.7	6.7	44.4	11.1	11.1	20.0
27.Anglo	4.7	40.6	16.4	19.5	8.6	10.2
Mex/Am	4.4	42.2	17.8	17.8	8.9	8.9
28.Anglo	4.7	45.3	5.5	10.2	7.0	27.3
Mex/Am	8.9	46.7	.0	4.4	6.7	33.3
29.Anglo	6.3	54.7	3.9	3.1	3.1	28.9
Mex/Am	6.7	60.0	2.2	4.4	.0	26.7
30.Anglo	5.5	4.7	3.9	7.8	13.3	64.8
Mex/Am	4.4	2.2	2.2	4.4	24.4	62.2
31.Anglo	6.3	66.4	5.5	6.3	3.1	12.5
Mex/Am	8.9	64.4	8.9	2.2	4.4	11.1

Level of Confidence (* = .05); (** = .01)

ITEMS	DISTRIBUTION OF RESPONSE CHOICE					
	BLANK	A	B	C	D	E
32. Anglo (N=128)	12.5%	13.3%	10.2%	8.6%	4.7%	50.8%
Mex/Am (N=45)	13.3	11.1	13.3	2.2	.0	60.0
33. Anglo	7.0	29.7	1.6	5.5	3.1	53.1
Mex/Am	6.7	31.1	2.2	6.7	.0	53.3
34. Anglo	5.5	19.5	35.9	14.8	11.7	12.5
Mex/Am	4.4	24.4	35.6	15.6	11.1	8.9
35. Anglo	9.4	44.5	4.7	5.5	6.3	29.7 *
Mex/Am	8.9	35.6	4.4	2.2	.0	48.9 *
36. Anglo	6.3	3.9	45.3	8.6	10.9	25.0
Mex/Am	4.4	6.7	46.7	6.7	11.1	24.4
37. Anglo	5.5	11.7	60.9	10.9	3.9	7.0 *
Mex/Am	4.4	6.7	44.4	24.4	.0	20.0 *
38. Anglo	10.9	21.9	32.0	2.3	10.9	21.9
Mex/Am	4.4	24.4	22.2	2.2	15.6	31.1
39. Anglo	7.0	30.5	18.8	9.4	10.2	24.2
Mex/Am	6.7	28.9	24.4	6.7	11.1	22.2
40. Anglo	9.4	41.4	7.8	21.9	3.9	15.6
Mex/Am	6.7	37.8	11.1	15.6	2.2	26.7
41. Anglo	11.7	25.8	14.8	15.6	.8	31.3
Mex/Am	13.3	24.4	11.1	15.6	2.2	33.3
42. Anglo	9.4	21.9	23.4	14.8	17.2	13.3
Mex/Am	11.1	20.0	11.1	22.2	13.3	22.2

Level of Confidence (* = .05); (** = .01)

TABLE XVI

PHYSICAL PROFILE (PP)

1. Test Sample
2. Response Frequencies - Sex
3. Response Frequencies - Ethnic
4. Response Frequencies - Attendance
5. Correlations by Sex, Attendance, and Ethnic Groupings

CONTINUATION EDUCATION
SYSTEM DEVELOPMENT PROJECT

LEON EAST
Project Director

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- 455 N. Glendora Avenue
- La Puente, California 91744
- (213) ~~968-2111 or 336-6405~~
  968-3791

TABLE XVI, 1

PHYSICAL PROFILE

Current Health Status of Valley High School Students:
Findings and Recommendations

Student Number ______________________________

Date of Report ______________________________

Report Completed by __________________________

Answer each question the best you can. The answers will be kept private. The information is for research purposes only.

Revised 3-22-68

Authorized by P.L. 89-10, Sec. 301-308, TITLE III.

Grant No. OEG-9-8-03513-0022-(056

GENERAL HISTORICAL INFORMATION

Please list all of the people living in your home at the present time, including yourself. Give their sex, age and how long each has lived in the home.

Relationship	Sex	Age	Length of time

If you are not living with your natural mother and father, when did the separation take place and what caused it? (i.e., divorce, death, etc.)

HEALTH HISTORY INFORMATION

Indicate any of the following illnesses the student remembers having-giving age, severity and complications wherever possible.

Chickenpox ____________________

Diptheria ____________________

Encephalitis ____________________

German Measles ____________________

Infectious Mononucleosis __________

Influenza ____________________

Malaria ____________________

Measles ____________________

Meningitis ____________________

Mumps ____________________

Pneumonia ____________________

Poliomyelitis ____________________

Scarlet Fever ____________________

Strep Throat ____________________

Tuberculosis ____________________

Gonorrhea ____________________

Syphilis ____________________

Asthma ____________________

Coma ____________________

Convulsions ____________________

Diabetes ____________________

Epilepsy ____________________

Hay Fever ____________________

Heart Disease ____________________

Kidney Disease ____________________

Rheumatic Fever ____________________

Unconsciousness ____________________

Other illnesses not listed above ____

____

____

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____

HEALTH HISTORY INFORMATION

List any accidents and operations student remembers, the date, severity, complications, developmental problems, etc. ______________________

Does student know of any birth trauma? If so, list nature, severity, complications, developmental problems, etc. ______________________

Approximately how often is student absent from school? What is the usual cause, what treatment given? ______________________

HEALTH HISTORY FROM STUDENT

4

1

Blood Pressure of Student

- Below 90/60 ☐ a
- 90/60 to 99/68 ☐ b
- 100/70 to 130/85 ☐ c
- 131/86 to 140/90 ☐ d
- Above 140/90 ☐ e

2

Pulse Rate of Student per minute

- 50 to 69 ☐ a
- 70 to 85 ☐ b
- 86 to 100 ☐ c
- 101 to 120 ☐ d
- Above 120 ☐ e

3

What is student's height?

- Less than 56" ☐ a
- 56" to 59-3/4" ☐ b
- 60" to 65" ☐ c
- 65-1/4" to 70" ☐ d
- 70-1/4" to 74" or above ☐ e

4

What is student's weight?

- Less than 90 lbs. ☐ a
- 90 lbs. to 110 lbs. ☐ b
- 111 lbs. to 130 lbs. ☐ c
- 131 lbs. to 150 lbs. ☐ d
- 150 lbs. to 170 lbs. or more ☐ e

HEALTH HISTORY FROM STUDENT

5

5

Student's body proportion.

Ectomorphic .... ☐ a

Endomorphic .... ☐ b

Mesomorphic .... ☐ c

6

Student's present nutritional condition

Emaciated .... ☐ a

Poor .... ☐ b

Fair .... ☐ c

Good .... ☐ d

Excellent .... ☐ e

7

Present speech pattern

Normal .... ☐ a

Slight impediment .... ☐ b

Moderate impediment .... ☐ c

Severe impediment .... ☐ d

8

Quality of articulation

Poor .... ☐ a

Fair .... ☐ b

Good .... ☐ c

Excellent .... ☐ d

HEALTH HISTORY FROM STUDENT

6

9

Has student ever had speech therapy?

Yes .... ☐ a

No .... ☐ b

10

If so, by whom?

Private speech therapy .... ☐ a

Public school speech therapy .... ☐ b

Combination of both .... ☐ c

Other .... ☐ d

11

When did he begin speech therapy?

Preschool .... ☐ a

Elementary school .... ☐ b

Junior High School .... ☐ c

High school .... ☐ d

12

How long did he have therapy?

Less than a year .... ☐ a

1 - 2 years .... ☐ b

2 - 4 years .... ☐ c

4 - 7 years .... ☐ d

More than 7 years .... ☐ e

HEALTH HISTORY FROM STUDENT

7

13

For what speech condition?

Infantile speech ☐ a
Delayed speech ☐ b
Nasal speech ☐ c
Stuttering ☐ d
Physical abnormality or other ☐ e

14

Apparent present condition of teeth

Good (well cared for) ☐ a
Moderate caries ☐ b
Severe caries ☐ c
Need cleaning ☐ d
Moderate to severe orthodontia problems ☐ e

15

How often does the student visit a dentist?

6 mo. - 1 year ☐ a
1 year - 2 years ☐ b
2 years - 5 years ☐ c
Over 5 years ☐ d
Only when necessary ☐ e

16

How often does the student see the doctor?

6 mo. - 1 year ☐ a
1 year - 2 years ☐ b
2 years - 5 years ☐ c
Over 5 years ☐ d
Only when necessary ☐ e

HEARING

17

If student has ever had a hearing problem when did he first become aware of it?

Preschool .... ☐ a

Elementary school .... ☐ b

Junior High school .... ☐ c

High school .... ☐ d

18

Which ear?

Right ear .... ☐ a

Left ear .... ☐ b

Both ears .... ☐ c

19

Was student ever treated by a doctor for it?

Yes .... ☐ a

No .... ☐ b

20

Treatment of ear or auditory problem

Surgical treatment .... ☐ a

Drugs .... ☐ b

Lip reading .... ☐ c

Hearing Aid .... ☐ d

Other .... ☐ e

HEARING

9

21

Etiology of auditory problem

Illness .... ☐ a

Accident .... ☐ b

Birth trauma .... ☐ c

Other .... ☐ d

Don't know .... ☐ e

AUDITORY INFORMATION

1. Audiometer (Screen out at 15 db)

Right Ear OK at 15 db. __________

250 ____________

500 ____________

1000 ____________

2000 ____________

4000 ____________

Left Ear OK at 15 db. __________

250 ____________

500 ____________

1000 ____________

2000 ____________

4000 ____________

VISION

11

22

If student has ever had a vision problem, approximately when was he first aware of it?

Preschool .... ☐ a
Elementary school .... ☐ b
Junior High school .... ☐ c
High school .... ☐ d

23

What type of trouble?

Near sighted .... ☐ a
Astigmatism .... ☐ b
Far sighted .... ☐ c
Strabismus .... ☐ d
Other .... ☐ e

24

Was student ever treated by a doctor for it?

Yes .... ☐ a
No .... ☐ b
Does not know or remember .... ☐ c

25

Treatment of problem.

Eye surgery .... ☐ a
Glasses prescribed .... ☐ b
Eye surgery as well as glasses .... ☐ c
Eye exercises .... ☐ d
Eye patching .... ☐ e
Reading/vision clinic .... ☐ f
All of these .... ☐ g
None of these .... ☐ h
Told his eyes were ok .... ☐ i
Other .... ☐ j

VISION

26

Should student be wearing glasses now?

Yes .... ☐ a
No .... ☐ b
Does not know or remember .... ☐ c

27

Under what conditions should student be wearing glasses?

At all times .... ☐ a
For close work only .... ☐ b
For distant work only .... ☐ c
To drive the car .... ☐ d
Does not know or remember .... ☐ e

28

Does student wear glasses as prescribed?

Yes .... ☐ a
No .... ☐ b
Sometimes, when he remembers .... ☐ c
When he has headaches or his eyes hurt .... ☐ d
Never .... ☐ e

VISION INFORMATION

Snellen Chart.

Without glasses

Right eye __________

Left eye __________

Both eyes __________

With glasses

Right eye __________

Left eye __________

Both eyes __________

Sight Screener.

Comments ____

____

____

____

Telebinocular ____

____

____

Comments and/or summarization or results - recommendations, etc.

____

____

____

____

____

____

____

m

INSTRUCTIONS FOR DOMINANCE TESTS

POINTING ARM	Have student point to an object across the room. Note arm used.
SIGHTING EYE (far)	Take a 5" x 8" card with a 1" x 1" hole cut in the center of it. Ask the student to pick up the card and holding it at arm length, sight an object through the hole. While the student holds the card steady have him close first one eye and then the other WITHOUT moving the card. Note the eye which the student states continues to see the object through the hole without moving the card.
KICKING LEG	Have student stand and emulate kicking a football. Note leg used to kick.
PICKING-UP ARM	Have student sit at desk with a pencil and paper in front of him. Ask student to write his name on the paper. Note hand which he PICKS UP the pencil with.
NOSE-FINGER-EYE (near)	Have student hold a finger out in front of his face. Ask him to bring the finger to his nose. Note EYE toward which finger moves.
CROSSED LEGS	Ask student to cross legs. Note top leg.
CROSSED ARMS	Ask student to cross arms. Note top arm.

INSTRUCTIONS FOR DOMINANCE TESTS (CONT'D)

FINGER-EYE-ALIGNMENT	Have student point to an object across the room and line it up with both eyes. Then, without moving his finger have him close first one eye and then the other. Note eye which student states SEEMS TO HOLD THE FINGER CLOSEST TO THE OBJECT.
HOPPING LEG	Ask student to hop on one foot. Note leg used.

DOMINANCE TERMS

Lateral Dominance	The preferred use and superior functioning of one side of body over the other.
Crossed Dominance	Dominant hand and eye appear on opposite sides of body.
Incomplete Dominance	Equal use of both sides in hand, eye, and leg.
Impartial Dominance	Same as incomplete.
Mixed Dominance	Includes both crossed and incomplete.
Converted Dominance	Shift in dominance has taken place.
Unilateral Dominance	One sided as opposed to crossed.
Eye Dominance	The selection of the eye habitually used for sighting.

According to the majority of thinkers in the field of reading disabilities and body dominance a large number of children with some type of reading problem are found to have a CROSSED DOMINANCE of the body.

DOMINANCE INFORMATION

A. Pointing Arm R. ____ L. ____ E. ____

B. Sighting Eye (far) R. ____ L. ____ E. ____

C. Kicking Leg R. ____ L. ____ E. ____

D. Picking-up Arm R. ____ L. ____ E. ____

E. Nose-finger-eye (near) R. ____ L. ____ E. ____

F. Cross Legs R. ____ L. ____ E. ____

G. Cross Arms R. ____ L. ____ E. ____

H. Finger-eye Alignment R. ____ L. ____ E. ____

I. Hopping Leg R. ____ L. ____ E. ____

RESULTS ON DOMINANCE TESTS

Lateral Dominance __________

Crossed Dominance __________

Incomplete or impartial dominance __________

Mixed Dominance __________

Converted Dominance __________

Unilateral Dominance __________

TABLE XVI, 2

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Male (N=106)	0.0	0.0	20.8**	62.3**	13.2	3.8**			
Female (N=47)	0.0	0.0	51.1**	8.5**	21.3	19.1**			
Reason for Separation:									
Male	0.0	63.2	20.8	7.5	6.6	0.9	0.0	0.9	
Female	0.0	55.3	17.0	6.4	12.8	2.1	0.0	6.4	
Severe Illness:									
Male	0.0	80.2	16.0	3.8	0.0	0.0			
Female	0.0	85.1	14.9	0.0	0.0	0.0			
Major Health Traumas:									
Male	0.0	43.4**	20.8	0.9	18.9	12.3	0.0	3.8	
Female	0.0	66.0**	12.8	0.0	14.9	4.3	2.1	0.0	
Birth Traumas:									
Male	0.0	84.0	4.7	9.4	0.9	0.9			
Female	0.0	93.6	2.1	2.1	0.0	2.1			
Medical Reason for Absences:									
Male	0.0	84.9**	0.9	11.3	0.0	0.0	1.9	0.9	1.9
Female	0.0	61.7**	2.1	12.8	6.4	4.3	0.0	2.1	10.6
Condition of Teeth:									
Male	0.0	43.4	32.1	12.3	11.3*	0.9			
Female	0.0	34.0	40.4	21.3	2.1*	2.1			
See Dentist:									
Male	7.5	20.8	9.4	2.8	8.5	50.9			
Female	17.0	31.9	2.1	6.4	6.4	36.2			
See Doctor:									
Male	0.0	16.0	10.4	1.9	2.8	68.9			
Female	6.4	17.0	2.1	0.0	2.1	72.3			

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Right Ear - Low Range:									
Male (N=106)	0.0	73.6	20.8	5.7*	0.0	0.0			
Female (N=47)	2.1	63.8	19.1	14.9*	0.0	0.0			
Right Ear - High Range:									
Male	0.0	0.0	0.0	0.0	88.7	10.4			
Female	0.0	0.0	0.0	0.0	80.8	19.2			
Left Ear - Low Range:									
Male	0.9	81.1*	13.2*	4.7	0.0	0.0			
Female	2.1	61.7*	25.5*	10.6	0.0	0.0			
Left Ear - High Range:									
Male	0.9	0.0	0.0	0.0	92.5**	6.6*			
Female	4.3	0.0	0.0	0.0	76.6**	19.1*			
Right Eye Without Corrective Lenses:									
Male	0.9	61.3	12.3	25.5*	0.0	0.0			
Female	4.3	72.3	12.8	10.6*	0.0	0.0			
Left Eye Without Corrective Lenses:									
Male	0.9	63.2	8.5	27.4	0.0	0.0			
Female	4.3	68.1	10.6	17.0	0.0	0.0			
Both Eyes Without Corrective Lenses:									
Male	0.9	58.5	7.5	33.0*	0.0	0.0			
Female	0.0	72.3	6.4	17.0*	4.3	0.0			
Right Eye With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	4.3	0.0	0.0	0.0			
Left Eye With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	4.3	0.0	0.0	0.0			
Both Eyes With Corrective Lenses:									
Male	0.0	99.1	0.9	0.0	0.0	0.0			
Female	0.0	95.7	2.1	0.0	2.1	0.0			

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Telebinocular:									
Male (N=106)	0.9	73.6	25.5	0.0	0.0	0.0			
Female (N=47)	0.0	78.7	21.3	0.0	0.0	0.0			
Vision Summary:									
Male	0.0	52.8	36.8	0.0	4.7	5.7			
Female	0.0	66.0	27.7	0.0	4.3	2.1			
Dominance Summary:									
Male	0.9	8.5	14.2	11.3	16.0	35.8	5.6	5.7	
Female	0.0	2.1	12.8	12.8	10.6	44.7	8.5	8.5	
Blood Pressure:									
Male	0.0	0.9	6.6	81.1	7.5	3.8			
Female	2.1	0.0	14.9	78.7	2.1	2.1			
Pulse Rate:									
Male	0.0	17.0	61.3**	18.9**	1.9**	0.9			
Female	0.0	0.0	2.1**	74.5**	23.4**	0.0			
Height:									
Male	0.0	2.8	7.5	18.9*	50.0**	20.8			
Female	0.0	0.0	2.1	4.3*	72.3**	21.3			
Weight:									
Male	0.0	0.0	12.3**	19.8	37.7*	30.2			
Female	0.0	0.0	31.9**	31.9	17.0*	19.1			
Body Proportion:									
Male	0.0	43.4	8.5**	48.1	0.0	0.0			
Female	0.0	38.3	27.7**	34.0	0.0	0.0			
Nutrition:									
Male	0.0	0.0	1.9	36.8*	50.0**	11.3			
Female	0.0	0.0	4.3	19.1*	72.3**	4.3			
Speech Patterns:									
Male	0.0	97.2	2.8	0.0	0.0	0.0			
Female	0.0	100.0	0.0	0.0	0.0	0.0			

Level of Confidence (* = .05) ; (** = .01)

PP - SEX

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Articulation:									
Male (N=106)	1.9	0.0	22.6*	63.2**	12.3	0.0			
Female (N=47)	2.1	0.0	6.4*	83.0**	8.5	0.0			
Speech Therapy:									
Male	9.4	9.4	81.1	0.0	0.0	0.0			
Female	2.1	14.9	83.0	0.0	0.0	0.0			

Level of Confidence (* = .05); (** = .01)

TABLE XVI, 3

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Anglo (N=98)	0.0	0.0	53.1**	14.3	20.4*	12.2*			
Mex/Am (N=49)	0.0	0.0	75.5**	16.3	6.1*	2.0*			
Reason for Separation:									
Anglo	0.0	55.1**	26.5**	5.1	7.1	2.0	0.0	4.1	
Mex/Am	0.0	77.6**	4.1**	8.2	10.2	0.0	0.0	0.0	
Severe Illnesses:									
Anglo	0.0	83.7	15.3	1.0					
Mex/Am	0.0	81.6	12.2	6.1					
Major Health Traumas:									
Anglo	0.0	51.0	18.4	0.0	22.5	9.2	1.0	4.0	0.0
Mex/Am	0.0	46.9	18.4	2.0	20.4	12.2	0.0	6.1	2.0
Birth Traumas:									
Anglo	0.0	87.8	3.1	8.2	0.0	1.0			
Mex/Am	0.0	83.7	6.1	8.1	0.0	0.0			
Medical Reason for Absences:									
Anglo	0.0	76.5	1.0	11.2	3.1	1.0	1.0	2.0	5.1
Mex/Am	0.0	79.6	2.0	14.3	0.0	2.0	2.0	0.0	2.0
Condition of Teeth:									
Anglo	0.0	38.8	36.7	15.3	8.2	1.0			
Mex/Am	0.0	38.8	32.7	16.3	10.2	2.0			
See Dentist:									
Anglo	11.2	29.6	5.1	4.1	5.1	44.9			
Mex/Am	10.2	15.9	9.1	4.5	11.4	59.1			
See Doctor:									
Anglo	3.1	18.4	7.1	1.0	0.0	70.4			
Mex/Am	0.0	12.2	10.2	2.0	6.1	69.4			

Level of Confidence (* = .05) ; (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Right Ear - Low Range:									
Anglo (N=98)	1.0	72.4	19.4	7.1					
Mex/Am (N=49)	0.0	69.4	20.4	10.2					
Right Ear - High Range:									
Anglo	0.0	0.0	0.0	0.0	85.7	12.2			
Mex/Am	0.0	0.0	0.0	0.0	85.7	12.2			
Left Ear - Low Range:									
Anglo	2.0	76.5	13.3	7.1	0.0	1.0			
Mex/Am	0.0	73.5	22.4	4.1	0.0	0.0			
Left Ear - High Range:									
Anglo	3.1	0.0	0.0	0.0	84.7	12.2			
Mex/Am	0.0	0.0	0.0	0.0	91.8	8.2			
Right Eye Without Corrective Lenses:									
Anglo	1.0	66.3	13.3	19.4					
Mex/Am	4.1	65.3	12.2	18.4					
Left Eye Without Corrective Lenses:									
Anglo	1.0	64.3	12.2	22.4					
Mex/Am	4.1	69.4	4.1	22.4					
Both Eyes Without Corrective Lenses:									
Anglo	1.0	64.3	9.2	25.5					
Mex/Am	4.1	63.3	4.1	28.6					
Right Eye With Corrective Lenses:									
Anglo	0.0	99.0	1.0						
Mex/Am	0.0	95.9	4.1						
Left Eye With Corrective Lenses:									
Anglo	0.0	99.0	1.0						
Mex/Am	0.0	95.9	4.1						
Both Eyes With Corrective Lenses:									
Anglo	0.0	99.0	1.0	0.0	0.0				
Mex/Am	0.0	95.9	2.0	0.0	2.0				

Level of Confidence (* = .05) ; (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Telebinocular:									
Anglo (N=98)	1.0	75.5	23.5	0.0	0.0				
Mex/Am (N=49)	0.0	75.5	24.5	0.0	0.0				
Vision Summary:									
Anglo	0.0	57.1	34.7	0.0	9.5	6.1			
Mex/Am	0.0	55.1	32.7	0.0	4.1	8.2			
Dominance Summary:									
Anglo	1.0	5.1	11.2	11.2	16.3	37.8	8.2	9.2	
Mex/Am	0.0	6.1	20.4	14.3	12.2	36.7	6.1	4.1	
Blood Pressure:									
Anglo	1.0	1.0	10.2	78.6	4.1	5.1			
Mex/Am	0.0	0.0	8.2	83.7	8.2	0.0			
Pulse Rate:									
Anglo	0.0	13.3	62.2	22.4	1.0	1.0			
Mex/Am	0.0	12.2	71.4	14.3	2.0	0.0			
Height:									
Anglo	0.0	1.0	7.1	31.6	42.9	17.3			
Mex/Am	0.0	4.1	6.1	42.9	38.8	8.2			
Weight:									
Anglo	0.0	0.0	14.3	23.5	32.7	29.6			
Mex/Am	0.0	0.0	26.5	20.4	30.6	22.4			
Body Proportion:									
Anglo	0.0	39.8	17.3	42.9					
Mex/Am	0.0	46.9	10.2	42.9					
Nutrition:									
Anglo	0.0	0.0	2.0	29.6	56.1	12.2			
Mex/Am	0.0	0.0	4.1	34.7	57.1	4.1			
Speech Pattern:									
Anglo	1.0	98.0	1.0						
Mex/Am	0.0	95.9	4.1						

Level of Confidence (* = .05); (** = .01)

PP - ETHNIC

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Articulation:									
Anglo (N=98)	2.0	0.0	10.2**	72.4	15.3				
Mex/Am (N=49)	2.0	0.0	28.6**	65.3	4.1				
Speech Therapy:									
Anglo	5.1	8.2	86.7*						
Mex/Am	12.2	16.3	71.4*						

Level of Confidence (* = .05); (** = .01)

TABLE XVI, 4

PHYSICAL PROFILE

SIGNIFICANT DIFFERENCES: ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Type Home:									
Group 1 (N=89)	0.0	0.0	53.1	14.6	12.4	9.0			
Group 2 (N=58)	0.0	0.0	51.7	19.0	20.7	8.6			
Reason for Separation:									
Group 1	0.0	65.2	15.7	10.1	4.5*	1.1	0.0	3.4	
Group 2	0.0	55.2	27.6	0.0	13.8*	1.7	0.0	1.7	
Severe Illnesses:									
Group 1	0.0	75.3*	21.3*	3.4					
Group 2	0.0	89.7*	8.6*	1.7					
Major Health Traumas:									
Group 1	0.0	51.7	20.2	1.1	21.4	6.7	0.0	6.7	1.1
Group 2	0.0	46.6	15.5	0.0	20.7	15.5	1.7	0.0	0.0
Birth Traumas:									
Group 1	0.0	92.1*	3.4	3.4	0.0	1.1			
Group 2	0.0	81.0*	3.4	12.1	1.7	1.7			
Medical Reason for Absences:									
Group 1	0.0	74.2	1.1	13.5	3.4	1.1	2.2	2.2	4.5
Group 2	0.0	86.2	0.0	6.9	0.0	0.0	0.0	5.2	0.0
Condition of Teeth:									
Group 1	0.0	38.2	36.0	15.7	7.9	2.2			
Group 2	0.0	43.1	32.8	15.5	8.6	0.0			
See Dentist:									
Group 1	9.0	21.3	10.1	6.7	9.0	43.8			
Group 2	13.8	25.9	3.4	0.0	8.0	58.0			
See Doctor:									
Group 1	2.2	21.3	5.6	2.2	3.4	65.2			
Group 2	1.7	8.6	12.1	0.0	1.7	75.9			

Level of Confidence (* = .05); (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Right Ear - Low Range:									
Group 1 (N=89)	0.0	70.8	18.0	11.2					
Group 2 (N=58)	1.7	69.0	24.1	5.2					
Right Ear - High Range:									
Group 1	1.0	0.0	0.0	0.0	88.8	10.1			
Group 2	0.0	1.7	1.7	0.0	81.0	15.5			
Left Ear - Low Range:									
Group 1	1.1	79.8	16.9	2.2*					
Group 2	1.7	67.2	17.2	12.1*					
Left Ear - High Range:									
Group 1	1.0	0.0	0.0	0.0	88.8	10.1			
Group 2	3.4	0.0	0.0	0.0	86.2	10.3			
Right Eye Without Corrective Lenses:									
Group 1	2.2	66.3	11.2	20.2					
Group 2	1.7	65.5	12.1	20.7					
Left Eye Without Corrective Lenses:									
Group 1	2.2	60.7	12.4*	24.7					
Group 2	1.7	72.4	3.4*	22.4					
Both Eyes Without Corrective Lenses:									
Group 1	2.2	59.6	9.0	29.2					
Group 2	1.7	70.7	3.4	24.1					
Right Eye With Corrective Lenses:									
Group 1	0.0	96.6	3.4						
Group 2	0.0	100.0	0.0						
Left Eye With Corrective Lenses:									
Group 1	0.0	96.6	3.4						
Group 2	0.0	100.0	0.0						
Both Eyes With Corrective Lenses:									
Group 1	0.0	96.6	2.2	0.0	1.1				
Group 2	0.0	100.0	0.0	0.0	0.0				

Level of Confidence (* = .05); (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Telebinocular:									
Group 1 (N=89)	1.1	77.5	21.3						
Group 2 (N=58)	0.0	72.4	27.6						
Vision Summary:									
Group 1	0.0	64.0	27.0	0.0	11.2	5.5			
Group 2	0.0	48.3	41.4	0.0	3.4	10.3			
Lateral Preference:									
Group 1	1.1	7.9	7.9*	13.5	15.7	39.3	9.0	5.6	
Group 2	0.0	5.2	19.0*	10.3	13.8	36.2	5.2	10.3	
Blood Pressure:									
Group 1	0.0	0.0	6.7	84.3	6.7	2.2			
Group 2	1.7	1.7	12.1	74.1	5.2	5.2			
Pulse Rate:									
Group 1	0.0	9.0	69.7	19.1	2.2	0.0			
Group 2	0.0	19.0	55.2	24.1	0.0	1.7			
Height:									
Group 1	0.0	1.1	7.9	38.2	38.2	14.6			
Group 2	0.0	5.2	5.2	29.3	44.8	15.5			
Weight:									
Group 1	0.0	0.0	16.9	20.2	34.8	28.1			
Group 2	0.0	0.0	20.7	29.3	24.1	25.9			
Body Proportion:									
Group 1	0.0	36.0	14.6	49.4					
Group 2	0.0	48.3	13.8	37.9					
Nutrition:									
Group 1	0.0	0.0	2.2	31.5	60.7	5.6			
Group 2	0.0	0.0	3.4	29.3	55.2	12.1			
Speech Patterns:									
Group 1	0.0	96.6	3.4						
Group 2	1.7	98.3	0.0						

Level of Confidence (* = .05); (** = .01)

PP - ATTENDANCE

VARIABLE	BLANK	A	B	C	D	E	F	G	H
Articulation:									
Group 1 (N=89)	2.2	0.0	20.2	68.5	9.0				
Group 2 (N=58)	1.7	0.0	13.8	72.4	12.1				
Speech Therapy:									
Group 1	6.7	14.6	78.7*						
Group 2	5.2	7.3	92.7*						

Level of Confidence (* = .05); (** = .01)

PHYSICAL PROFILE CORRELATIONS (N = 134)

XVI, 6

df = 132
.05 level of significance, r ≥ .166■
.01 level of significance, r ≥ .218◉

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sex	1																		
Attendance	2	–.009																	
Ethnic	3	–.132	–.068																
With whom student lives	4	.229◉	.114	–.188■															
Mean age of parents	5	.002	–.069	–.040	–.038														
mean age of siblings	6	.030	.074	–.023	–.159	–.124													
Reason parents parted	7	.159	.123	–.052	.690◉	–.173■	.054												
No. severe illnesses	8	–.088	–.167■	.125	–.103	.100	–.045	–.018											
Blood pressure	9	–.176■	–.108	–.027	–.025	.030	–.036	.070	.132										
Pulse rate	10	.041	–.052	–.016	–.058	.059	–.032	–.026	.060	.210■									
Height	11	–.304◉	–.018	–.188■	–.018	.054	.008	–.012	.014	.236◉	.081								
Weight	12	–.210■	–.090	–.175■	–.160	.078	–.063	–.144	.078	.244◉	–.035	.508◉							
Nutrition	13	.104	.027	–.120	–.071	–.030	.006	–.086	.099	.138	–.101	.085	.370◉						
Speech pattern	14	–.010	–.119	.067	–.061	.060	.200■	–.054	.047	–.110	–.033	–.052	.044	–.015					
Articulation	15	.158	.103	–.276◉	–.040	.033	.051	.017	.171■	.091	–.088	.040	.188■	.471◉	–.178■				
Condition of teeth	16	.033	–.072	–.055	.069	–.022	–.033	.094	–.021	–.080	–.069	.067	–.030	–.053	.116	–.082			
Frequency visit D.D.	17	–.109	.004	.079	–.072	–.019	–.003	–.148	.044	–.180	–.110	–.120	–.036	–.047	.071	–.248◉	.273◉		
Frequency visit M.D.	18	–.050	.138	.043	.083	.014	.027	.062	–.091	–.184	.097	–.057	–.136	–.118	–.003	–.123	.007	.316◉	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

TABLE XVII

MEANING OF WORDS INVENTORY (MOWI)

1. Test Sample
2. Distribution of Scores of Total Student Population (Variables 1-30)
3. Distribution of Scores by Sex Grouping (Variables 1-30)
4. Distribution of Scores by Ethnic Grouping (Variables 1-30)
5. Distribution of Scores by Attendance Grouping (Variables 1-30)
6. Distribution of Scores by Valley High School Faculty (Variables 1-30)
7. Correlations

TABLE XVII, 1

MEANING OF WORDS INVENTORY
(MOWI)

YOUR ANSWERS TO THE QUESTIONS ON THE FOLLOWING PAGES WILL HELP US TO IMPROVE CONTINUATION SCHOOL PROGRAMS

ANSWER EACH QUESTION THE BEST YOU CAN.

THE ANSWERS TO THE QUESTIONS WILL BE KEPT PRIVATE, THEY ARE FOR RESEARCH ONLY.

DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

3/6/68 js

INSTRUCTIONS

Please read these instructions carefully before beginning.

This study is to measure the meaning of words. The same words may often mean different things to different people. Mark each item according to what it means to you. On each page of this booklet you will find three words or ideas to be judged. Beneath each of them is a set of scales. You are to rate the word or idea on each of the scales. Here is how to mark them:

1. If you feel that what you are judging is very close to one end of the scale you should place an "X" as follows:

   HOT_X_:___:___:___:___:___COLD

   HOT___:___:___:___:___:_X_COLD

INSTRUCCIONES

Por favor lea estas instrucciones co cuidado antes de empezar.

El presente estudio es para medir el significado de palabras. Las mismas algunas veces tienen diferente significado para cada persona. Marque cada palabra o idea como a Vd. le parezca mejor.

En cada página de este folleto encontrará tres palabras o ideas para estudiar. Abajo de cada una hay un seria de escalas que califican a la principal. Vd. debe calificar esta palabra o idea en un espacio de cada linea. Se debe marcar de la siguien forma:

1. Si Vd. cree que el significado d la palabra o idea esta muy cerca a un lado o otro de la escala marque el espacio poniendo una "X" así:

   Caliente_x_:___:___:___:___:___F

   Caliente___:___:___:___:___:_X_F

2. If you feel that the word or words are quite close to one another in meaning, or only slightly the same, then mark the scale in this way:

HOT___:___:_X_:___:___:___COLD

HOT___:___:___:___:_X_:___COLD

3. If you feel that what you are judging is close to one end of the scale as the other, or that the scale has nothing to do with what you are judging, then mark the scale in the middle space.

HOT___:___:___:_X_:___:___COLD

IMPORTANT

1. Place your "X" is the middle of the space that you choose:

:_X_: LIKE THIS X___: NOT LIKE THIS

2. Be sure to check every scale for every word.

3. Each item should be judged separately. Sometimes you may feel as though you have had the same item before. This will not be the case.

2. Si Vd. cree que el significado de la palabra o idea esta casi igual o apenas cerca a una de las orillas, marque en el espacio así:

Caliente___:_X_:___:___:___:___Fri

Caliente___:___:___:_X_:___:___Fri

3. Si Vd. cree que el significado de la palabra no corresponde a ningun de las palabras de la orilla or la escala no tiene nada que ver con la palabra or idea principal, marque la escala así:

Caliente___:___:___:_X_:___:___Fri

IMPORTANTE

1. Ponga la "X" en el centro de cada espacio:

:_X_: (en esta forma) X___: (en esta forma no

2. Este seguro de marcar la "escala" para cada palabra o idea.

3. Cada uno de los serias debe ser calificado separadamente - aunque usted crea que ha aparecido anteriormente.

4. It is your FIRST choice that is most important. Please work rapidly and carefully.

4. Su primera reaccion y respuesta es la mas importante - Trabaje con rapidez y con cuidado.

REGULAR HIGH SCHOOL
Escuela alta (secondaria)

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

1. BAD ______:______:______:______:______:______:______ GOOD
Malo Bueno

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

ME
Yo

GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

2. SWEET ______:______:______:______:______:______:______ SOUR
Dulce Agrio

DISHONEST ______:______:______:______:______:______:______ HONEST
Deshonesto Honesto

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

AUTHORITY
Autoridad

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

3. GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

FAIR ______:______:______:______:______:______:______ UNFAIR
Justc Injusto

COLLEGE
Colegio

SOUR ______:______:______:______:______:______:______ SWEET
Agric Dulce

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

4. BAD ______:______:______:______:______:______:______ GOOD
Malo Bueno

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

MOST PEOPLE
La mayoria de la gente

GOOD ______:______:______:______:______:______:______ BAD
bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

5. SWEET ______:______:______:______:______:______:______ SOUR
Dulce Agrio

DISHONEST ______:______:______:______:______:______:______ HONEST
Deshonesto Honesto

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

CHEATING
Hacer Trampa

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

SOUR ______:______:______:______:______:______:______ SWEET
Agric Dulce

6. GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

HOME
Hogar

	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto
7.	BAD Malo	______:______:______:______:______:______:______	GOOD Bueno
	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable

TEACHERS
Maestros

	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
8.	SWEET Dulce	______:______:______:______:______:______:______	SOUR Agrio
	DISHONEST Deshonesto	______:______:______:______:______:______:______	HONEST Honesto
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

MY SCHOOL ABILITY
Mi Habilidad en la Escuela

	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
9.	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

PUNISHMENT
Castigo

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

BAD ______:______:______:______:______:______:______ GOOD
10. Malo Bueno

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

A JOB
Untrabajo

GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

11. SWEET ______:______:______:______:______:______:______ SOUR
Dulce Agrio

DISHONEST ______:______:______:______:______:______:______ HONEST
Deshonesto Honesto

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

CLASSMATES
Companeros de clase

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

12. GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

TRYING HARD
Haciendo la Lucha

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

13. BAD ______:______:______:______:______:______:______ GOOD
Malo Bueno

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

MOTHER
Madre

GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

14. SWEET ______:______:______:______:______:______:______ SOUR
Dulce Agrio

DISHONEST ______:______:______:______:______:______:______ HONEST
Deshonesto Honesto

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

CONTINUATION SCHOOL
Escuela de continuacion

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

15. GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Unjusto

HOW I WOULD LIKE TO BE
Como quisiera ser?

	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto
16.	BAD Malo	______:______:______:______:______:______:______	GOOD Bueno
	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable

GRADUATING
Graduarme

	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
17.	SWEET Dulce	______:______:______:______:______:______:______	SOUR Agrio
	DISHONEST Deshonesto	______:______:______:______:______:______:______	HONEST Honesto
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

GROWNUPS
Adultos

	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
18.	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

QUITTING SCHOOL
Dejar la escuela

	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto
19.	BAD Malo	______:______:______:______:______:______:______	GOOD Bueno
	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable

DATING
Citar - Salir con chicas o chicos

	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
20.	SWEET Dulce	______:______:______:______:______:______:______	SOUR Agrio
	DISHONEST Deshonesto	______:______:______:______:______:______:______	HONEST Honesto
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

FATHER
Padre

	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
21.	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

MY HIGH SCHOOL COUNSELOR
Mi consejero en la escuela

	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto
22.	BAD Malo	______:______:______:______:______:______:______	GOOD Bueno
	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable

HOW MY CLASS SEES ME
Que Piensa Mi Clase de Mi?

	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
23.	SWEET Dulce	______:______:______:______:______:______:______	SOUR Agrio
	DISHONEST Deshonesto	______:______:______:______:______:______:______	HONEST Honesto
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

MY FUTURE
Mi futuro

	HONEST Honesto	______:______:______:______:______:______:______	DISHONEST Deshonesto
	SOUR Agrio	______:______:______:______:______:______:______	SWEET Dulce
24.	GOOD Bueno	______:______:______:______:______:______:______	BAD Malo
	UNPLEASANT Desagradable	______:______:______:______:______:______:______	PLEASANT Agradable
	FAIR Justo	______:______:______:______:______:______:______	UNFAIR Injusto

MEXICAN-AMERICANS
Chicanos

SOUR Agrio	_____:_____:_____:_____:_____:_____:_____	SWEET Dulce
FAIR Justo	_____:_____:_____:_____:_____:_____:_____	UNFAIR Injusto
25. BAD Malo	_____:_____:_____:_____:_____:_____:_____	GOOD Bueno
HONEST Honesto	_____:_____:_____:_____:_____:_____:_____	DISHONEST Deshonesto
UNPLEASANT Desagradable	_____:_____:_____:_____:_____:_____:_____	PLEASANT Agradable

SMOKING
Fumando

GOOD Bueno	_____:_____:_____:_____:_____:_____:_____	BAD Malo
UNPLEASANT Desagradable	_____:_____:_____:_____:_____:_____:_____	PLEASANT Agradable
26. SWEET Dulce	_____:_____:_____:_____:_____:_____:_____	SOUR Agrio
DISHONEST Deshonesto	_____:_____:_____:_____:_____:_____:_____	HONEST Honesto
FAIR Justo	_____:_____:_____:_____:_____:_____:_____	UNFAIR Injusto

MY FAMILY
Mi familia

HONEST Honesto	_____:_____:_____:_____:_____:_____:_____	DISHONEST Deshonesto
SOUR Agrio	_____:_____:_____:_____:_____:_____:_____	SWEET Dulce
27. GOOD Bueno	_____:_____:_____:_____:_____:_____:_____	BAD Malo
UNPLEASANT Desagradable	_____:_____:_____:_____:_____:_____:_____	PLEASANT Agradable
FAIR Justo	_____:_____:_____:_____:_____:_____:_____	UNFAIR Injusto

MY BEST FRIENDS
Mis Mejores amigos

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

28. BAD ______:______:______:______:______:______:______ GOOD
Malo Bueno

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

ANGLOS
Gavachos

GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

29. SWEET ______:______:______:______:______:______:______ SOUR
Dulce Agrio

DISHONEST ______:______:______:______:______:______:______ HONEST
Deshonesto Honesto

FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

MY NEIGHBORS
Mis vecinos

HONEST ______:______:______:______:______:______:______ DISHONEST
Honesto Deshonesto

SOUR ______:______:______:______:______:______:______ SWEET
Agrio Dulce

30. GOOD ______:______:______:______:______:______:______ BAD
Bueno Malo

UNPLEASANT ______:______:______:______:______:______:______ PLEASANT
Desagradable Agradable

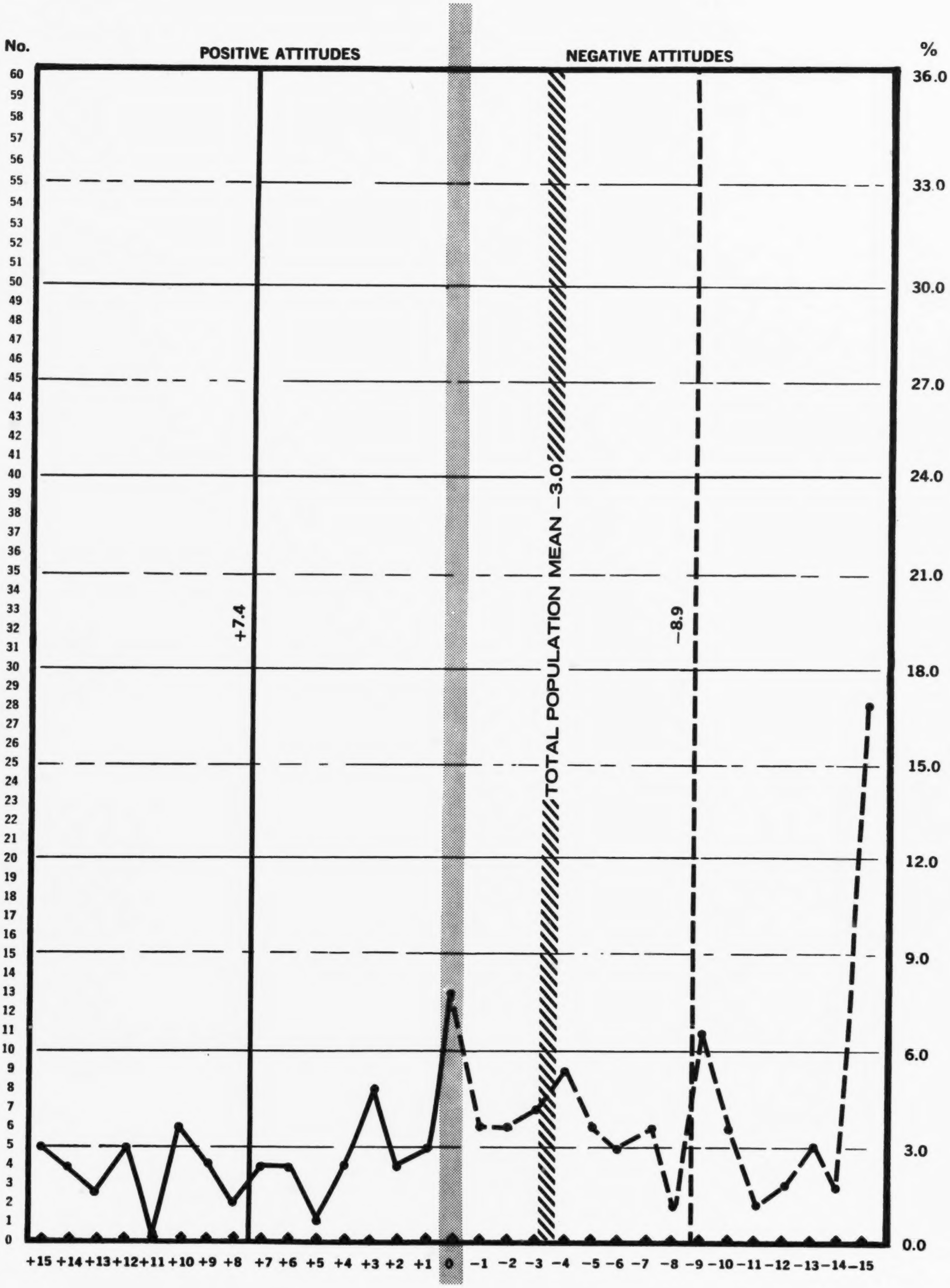
FAIR ______:______:______:______:______:______:______ UNFAIR
Justo Injusto

Variable 1: REGULAR HIGH SCHOOL

KEY:

MEANS

positive responses: —— **negative responses:** — — **total population:** //// **neutral attitude:** ░

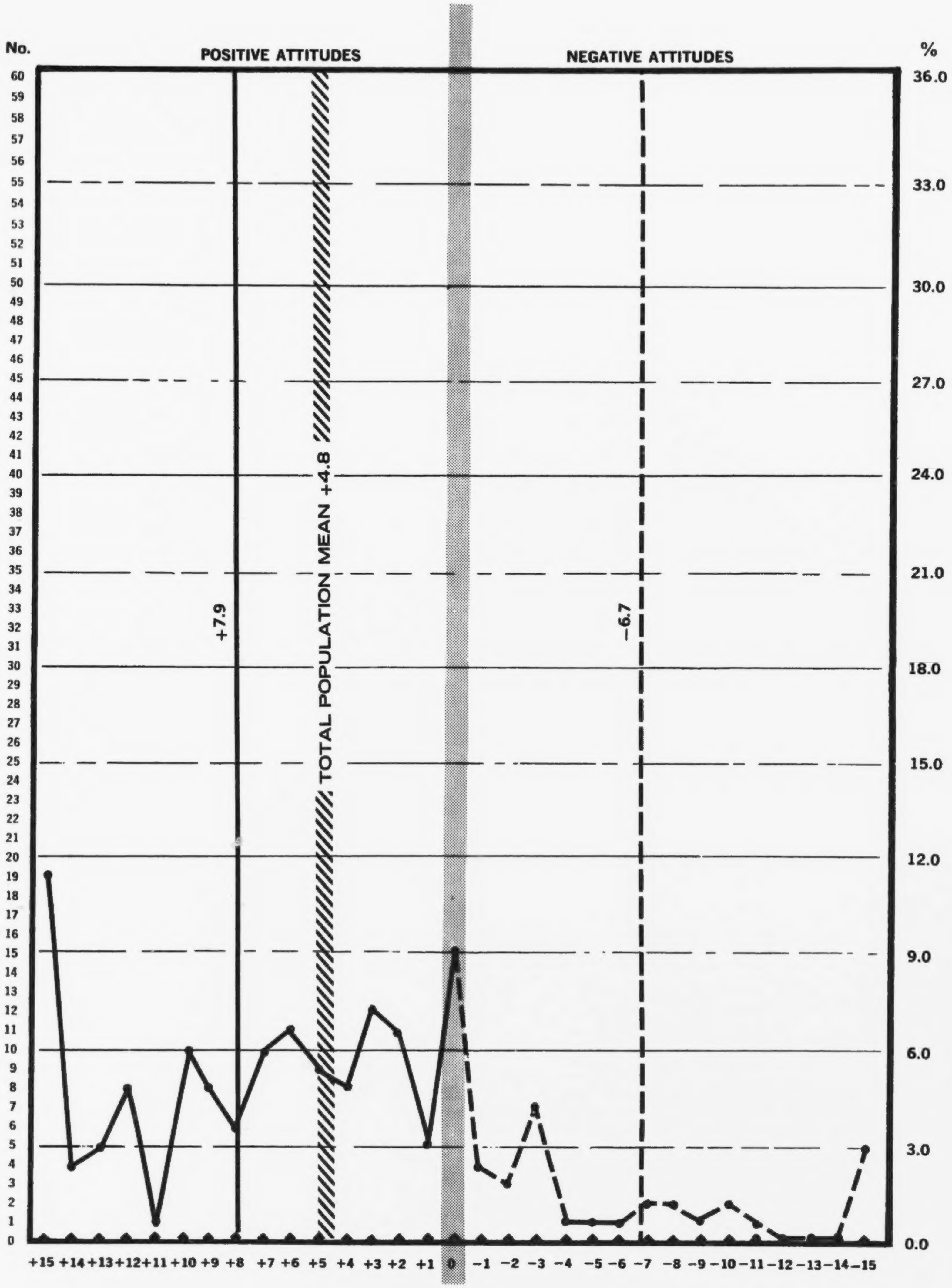


Variable 2: ME

KEY:

MEANS

positive responses: ——— negative responses: — — — total population: ▨ neutral attitude: ░

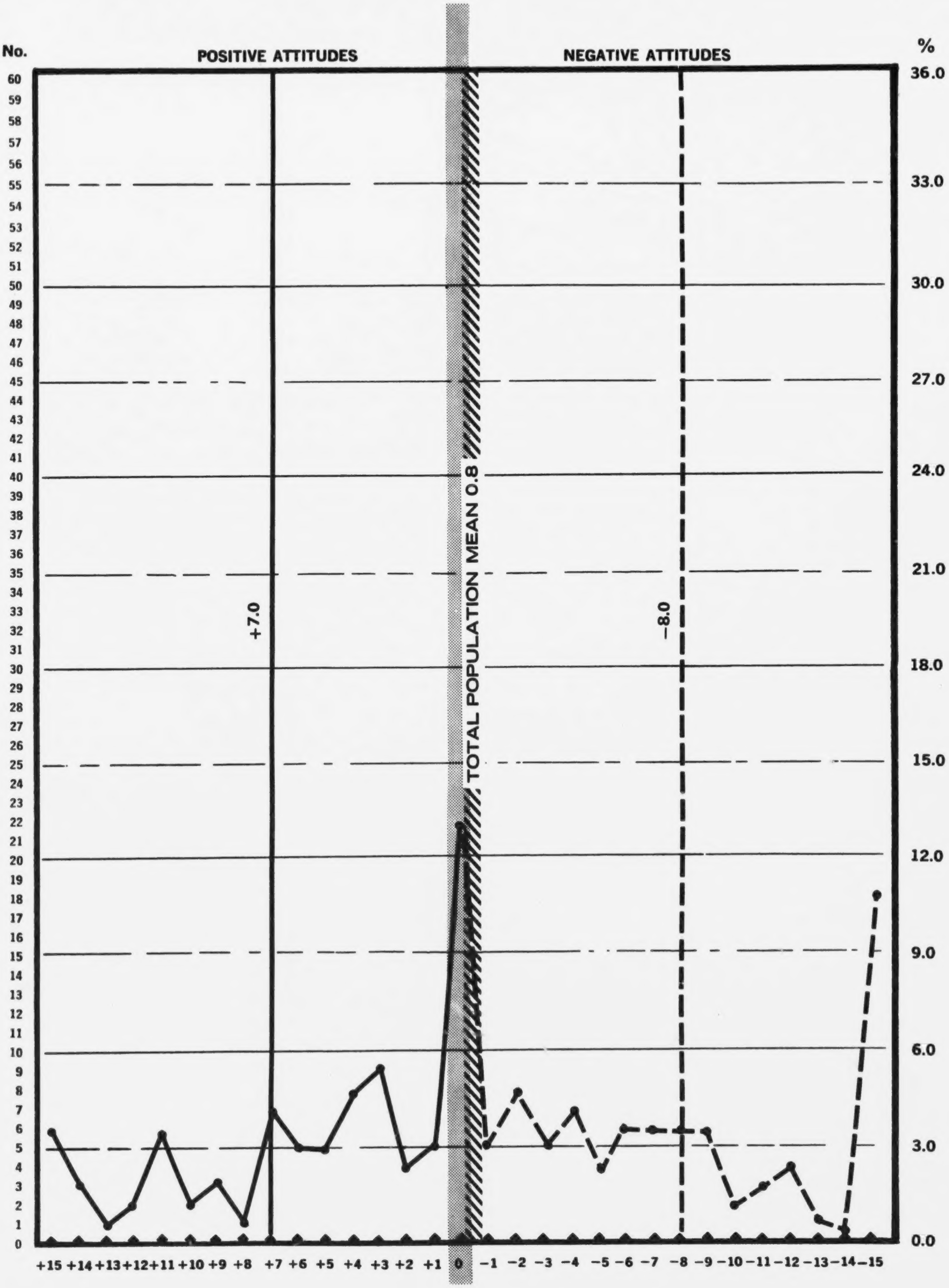


Variable 3: AUTHORITY

KEY:

MEANS

positive responses: ——— **negative responses:** – — — **total population:** ▨ **neutral attitude:** ▒

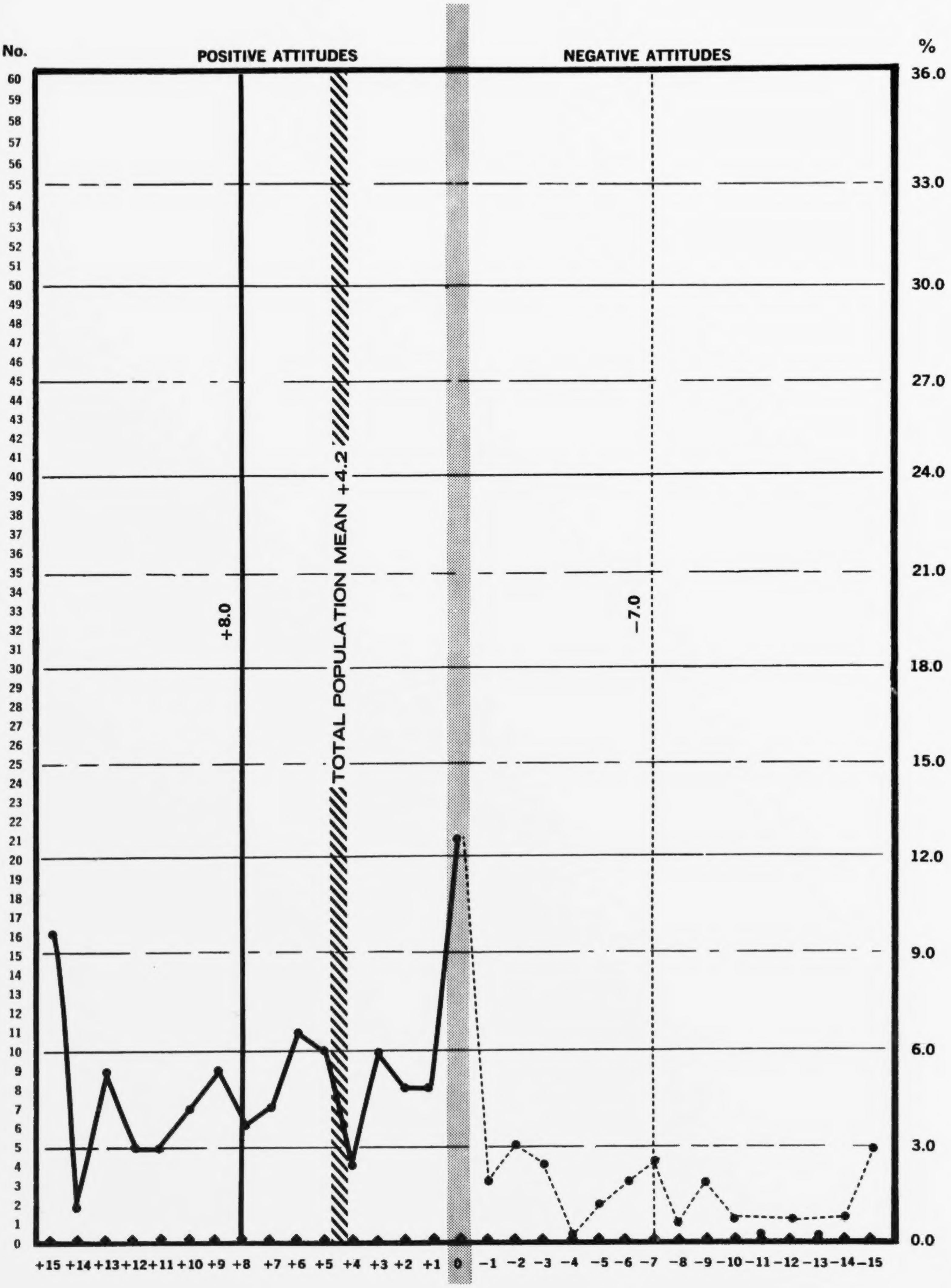


Variable 4: COLLEGE

KEY:

MEANS

positive responses: —— **negative responses:** -------- **total population:** ▨ **neutral attitude:** ░

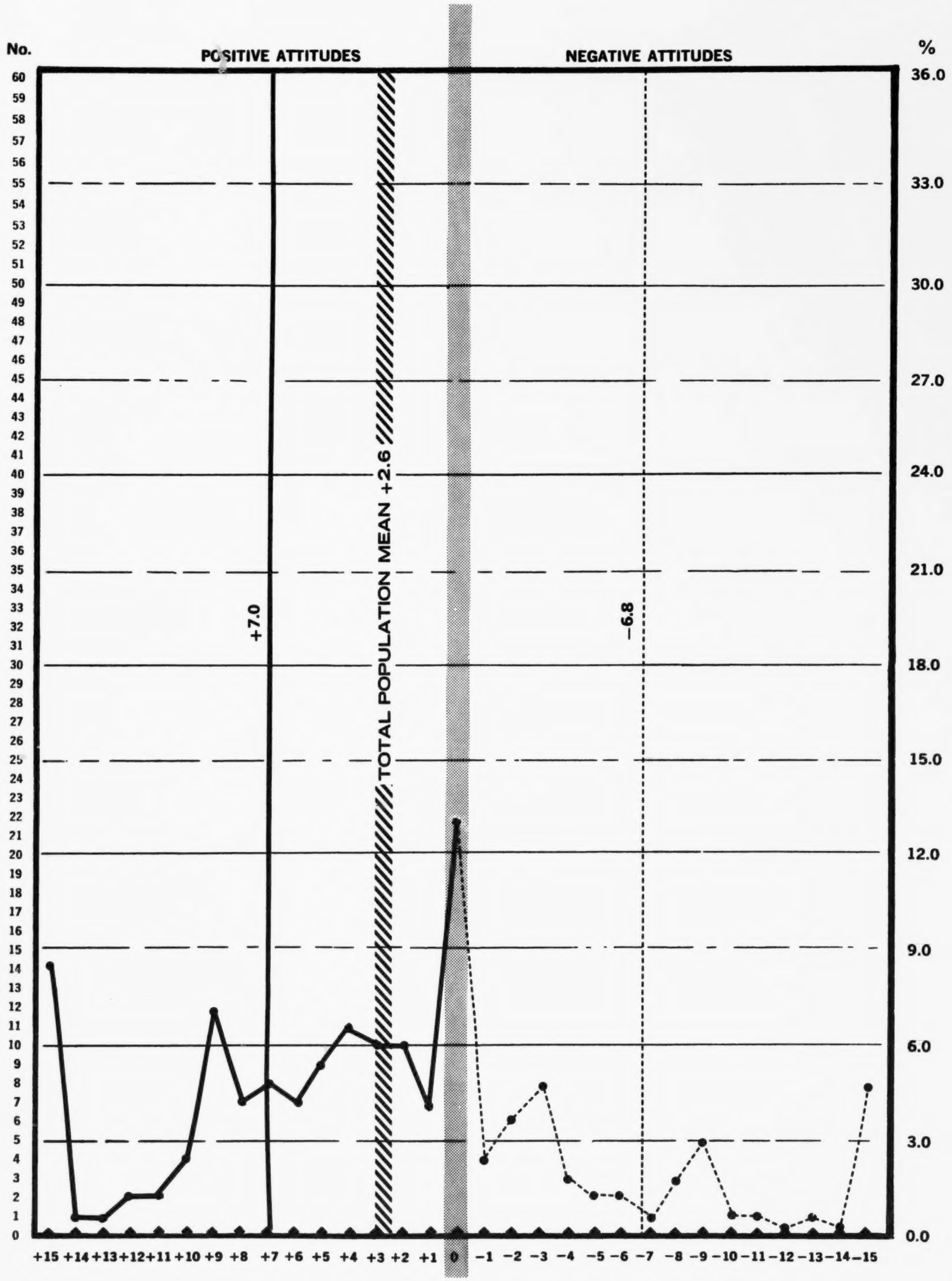


Variable 5: MOST PEOPLE

KEY:

MEANS

positive responses: ▬ **negative responses:** ------ **total population:** ▨ **neutral attitude:** ░

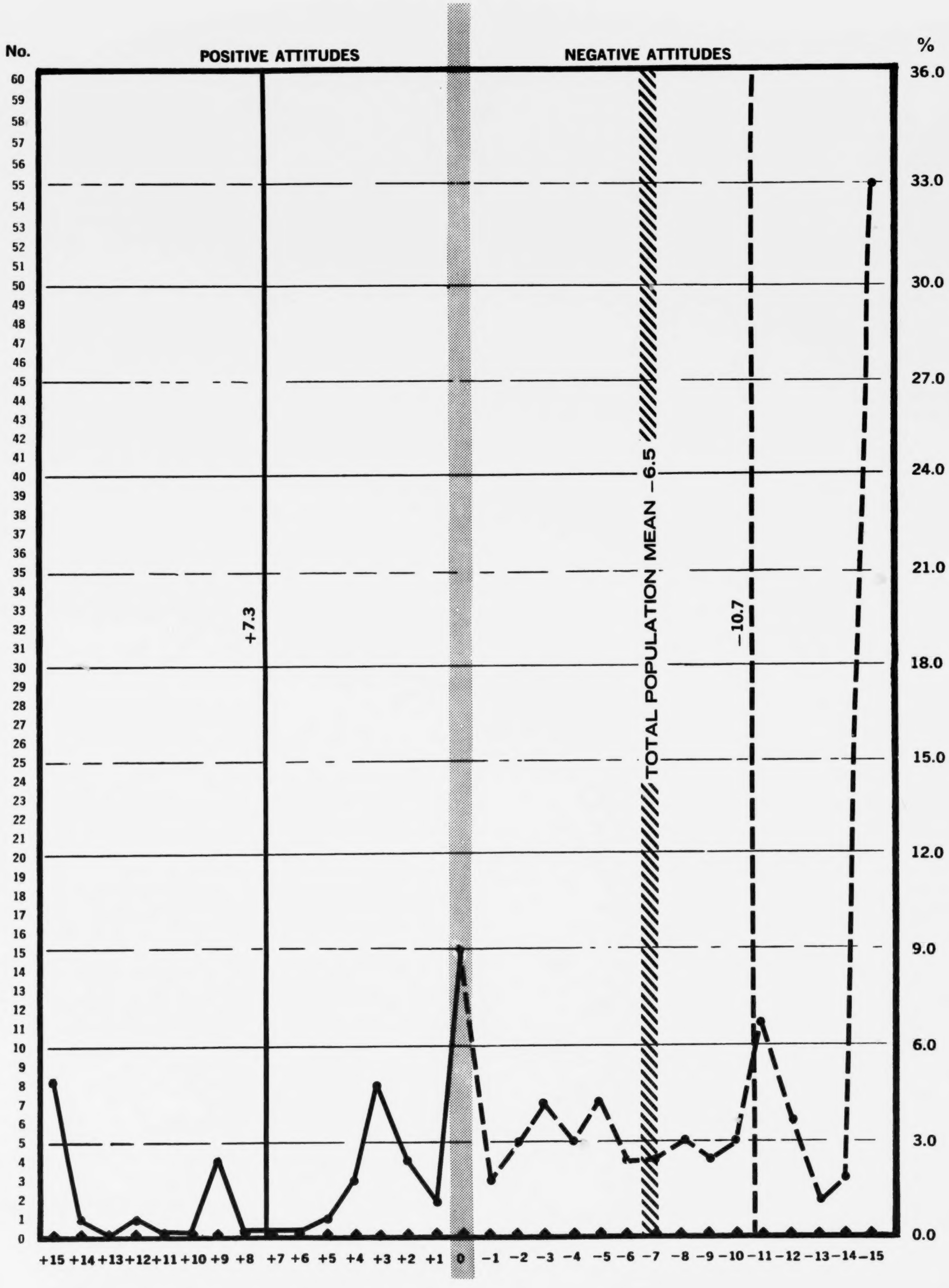


Variable 6: CHEATING

KEY:

MEANS

positive responses: ▬▬ **negative responses:** ▬ ▬ ▬ **total population:** ▨ **neutral attitude:** ░

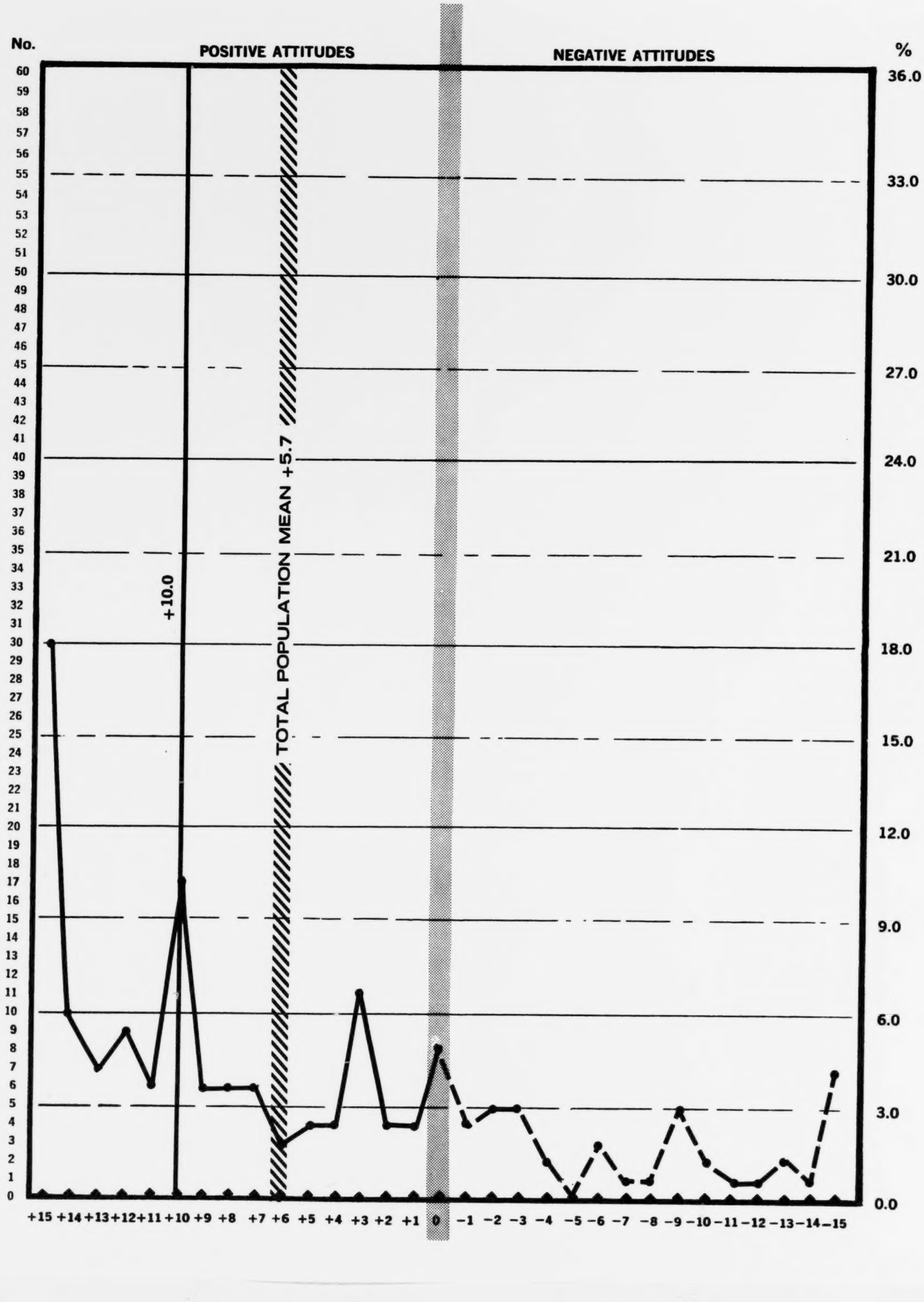


Variable 7: HOME

KEY:

MEANS

positive responses: —— **negative responses:** — — **total population:** ▨ **neutral attitude:** ░

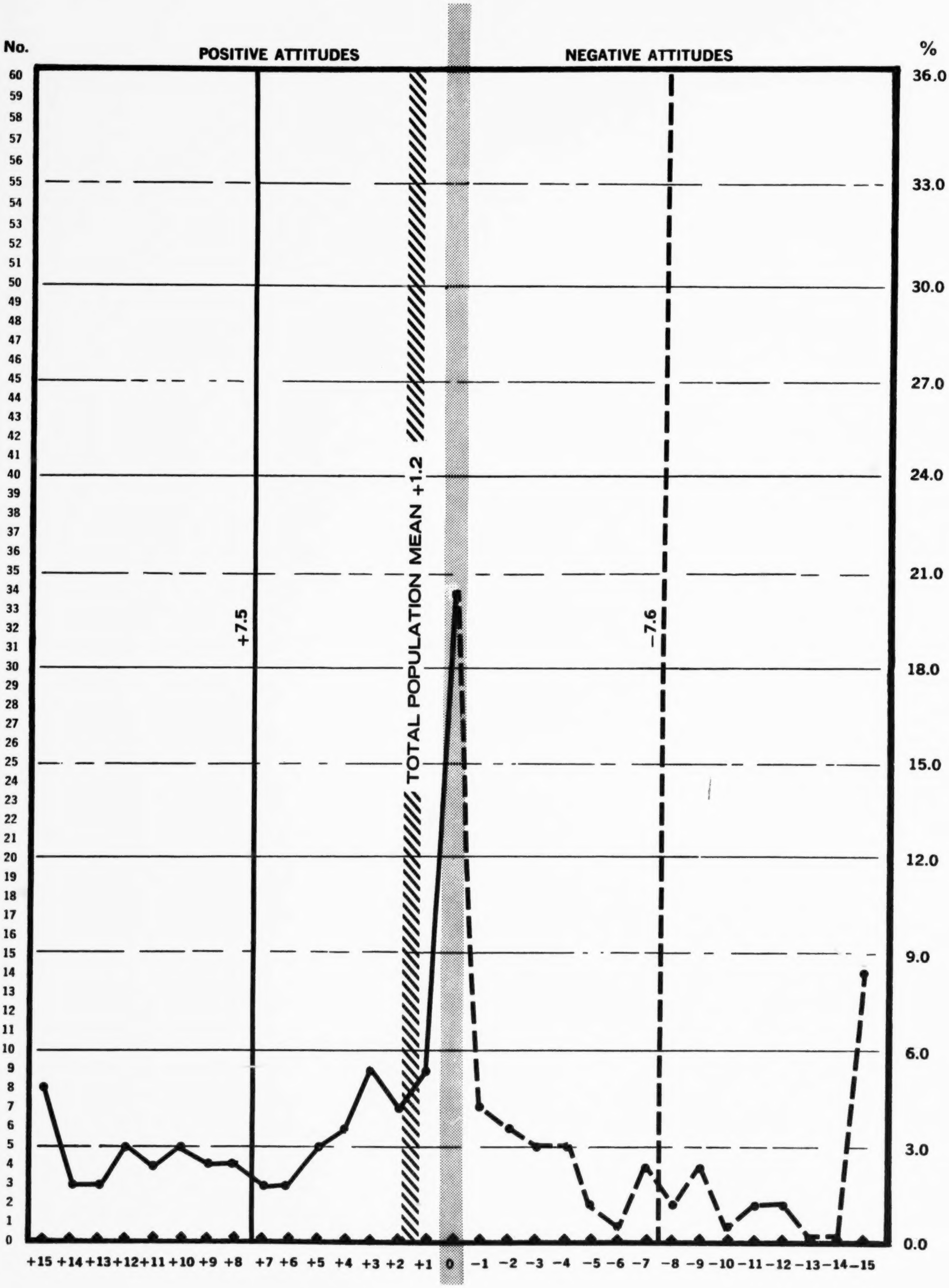


Variable 8: TEACHERS

KEY:

MEANS

positive responses: ——— **negative responses:** — — . **total population:** ////// **neutral attitude:** ▨

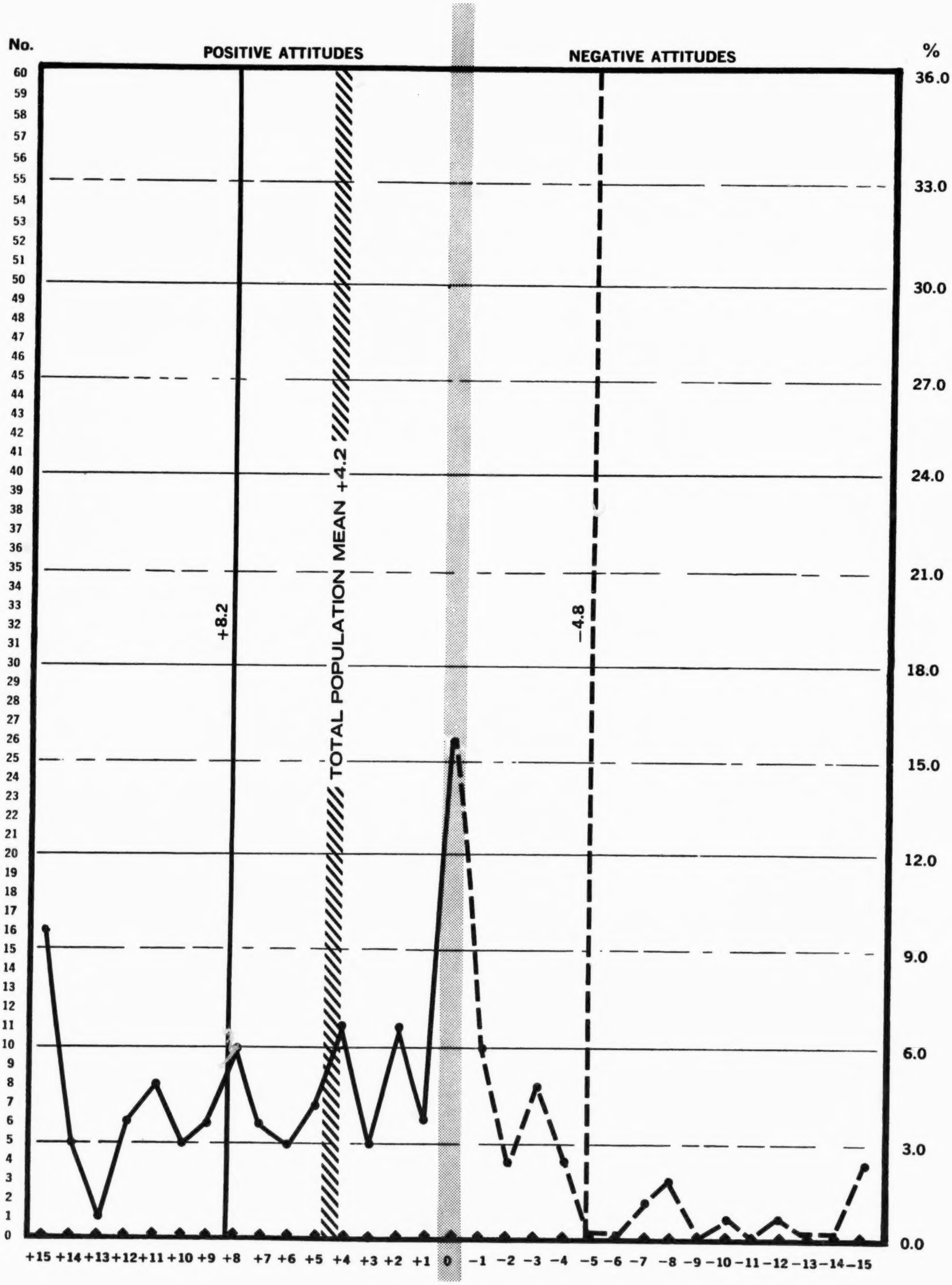


Variable 9: SCHOOL ABILITIES

KEY:

MEANS

positive responses: —— negative responses: — — total population: ▨ neutral attitude: ░

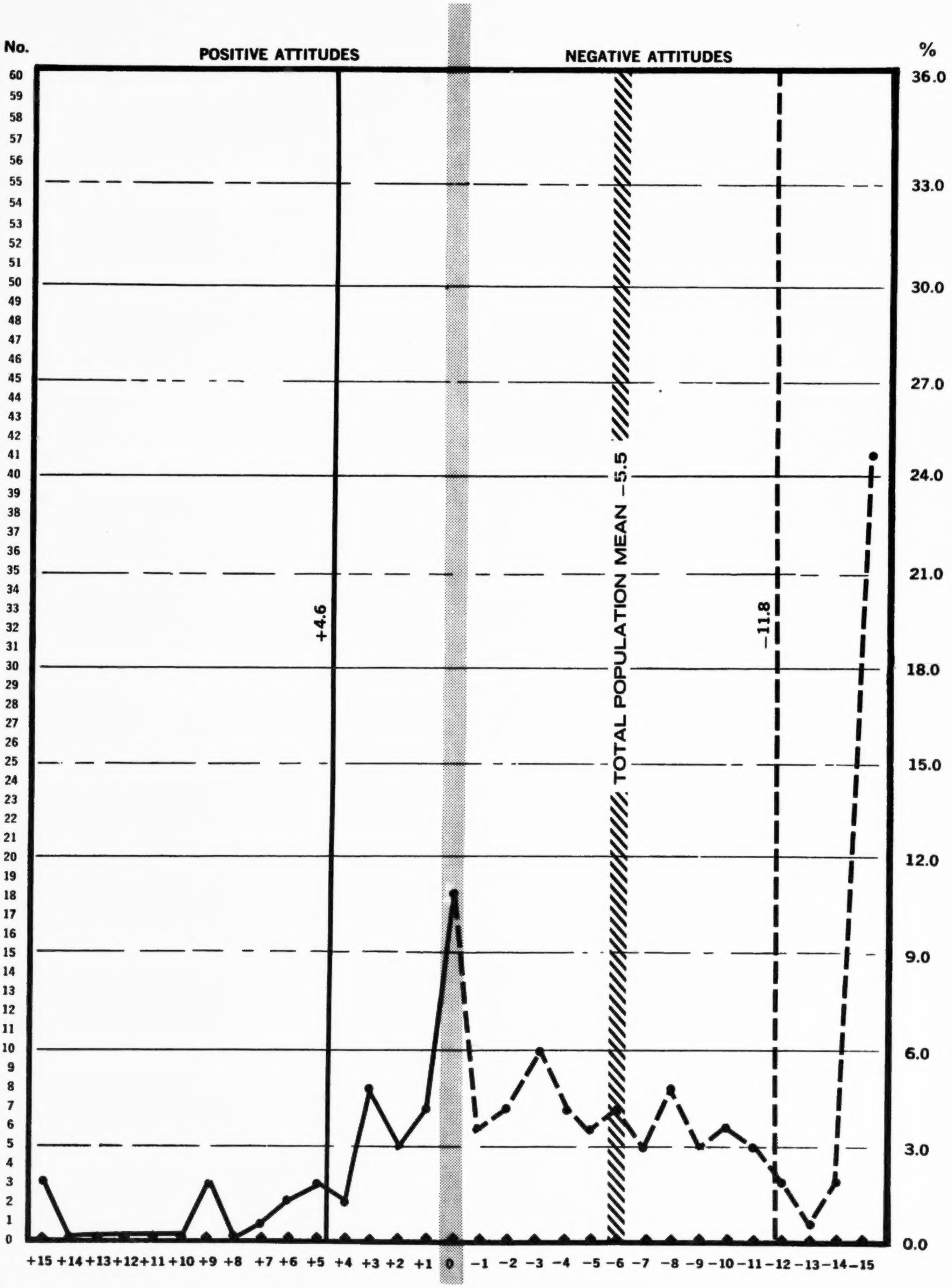


Variable 10: PUNISHMENT

KEY:

MEANS

positive responses: ——— **negative responses:** — — **total population:** ▨ **neutral attitude:** ░

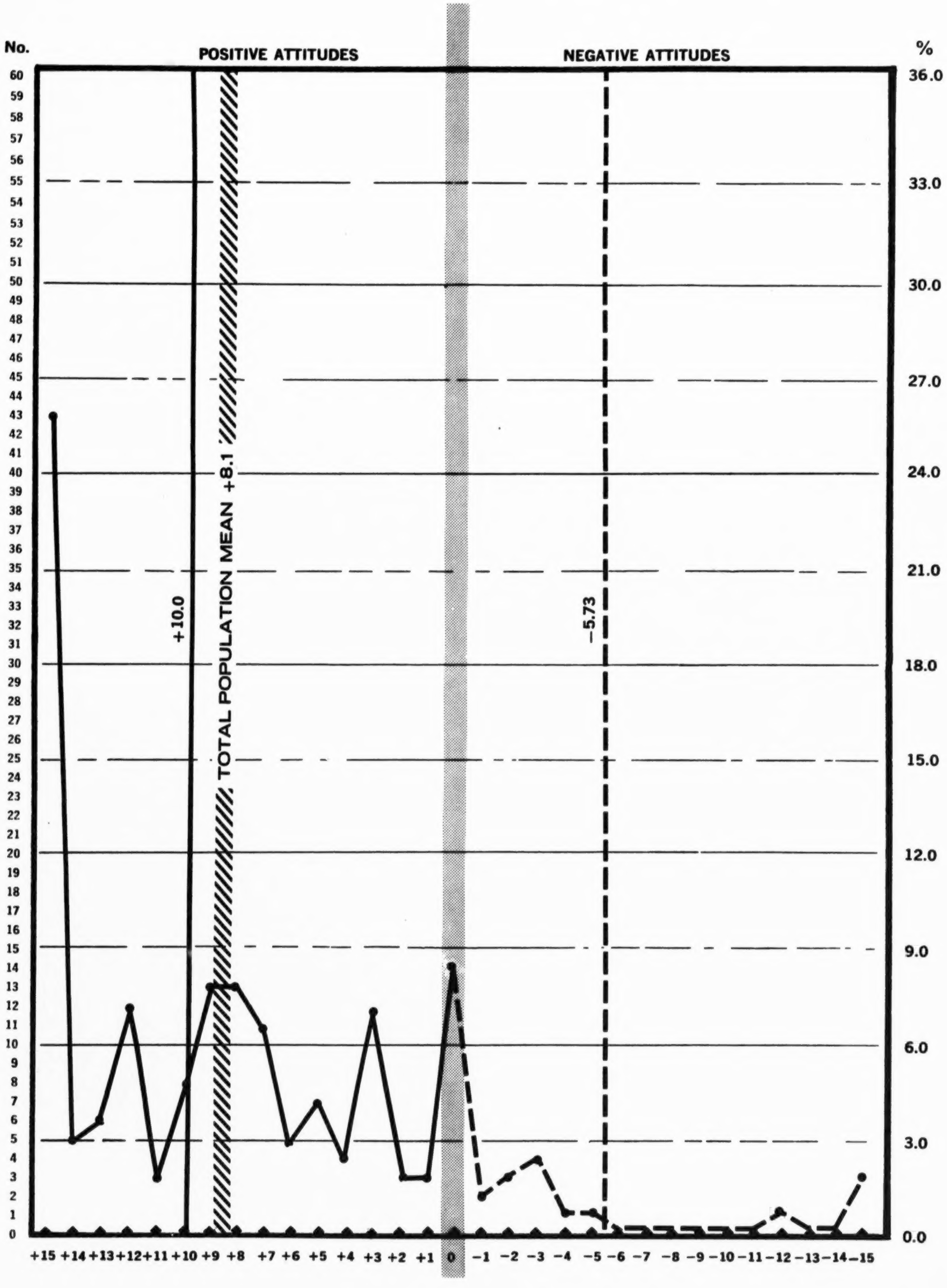


Variable 11: A JOB

KEY:

MEANS

positive responses: ——— **negative responses:** — — **total population:** ▨ **neutral attitude:** ░

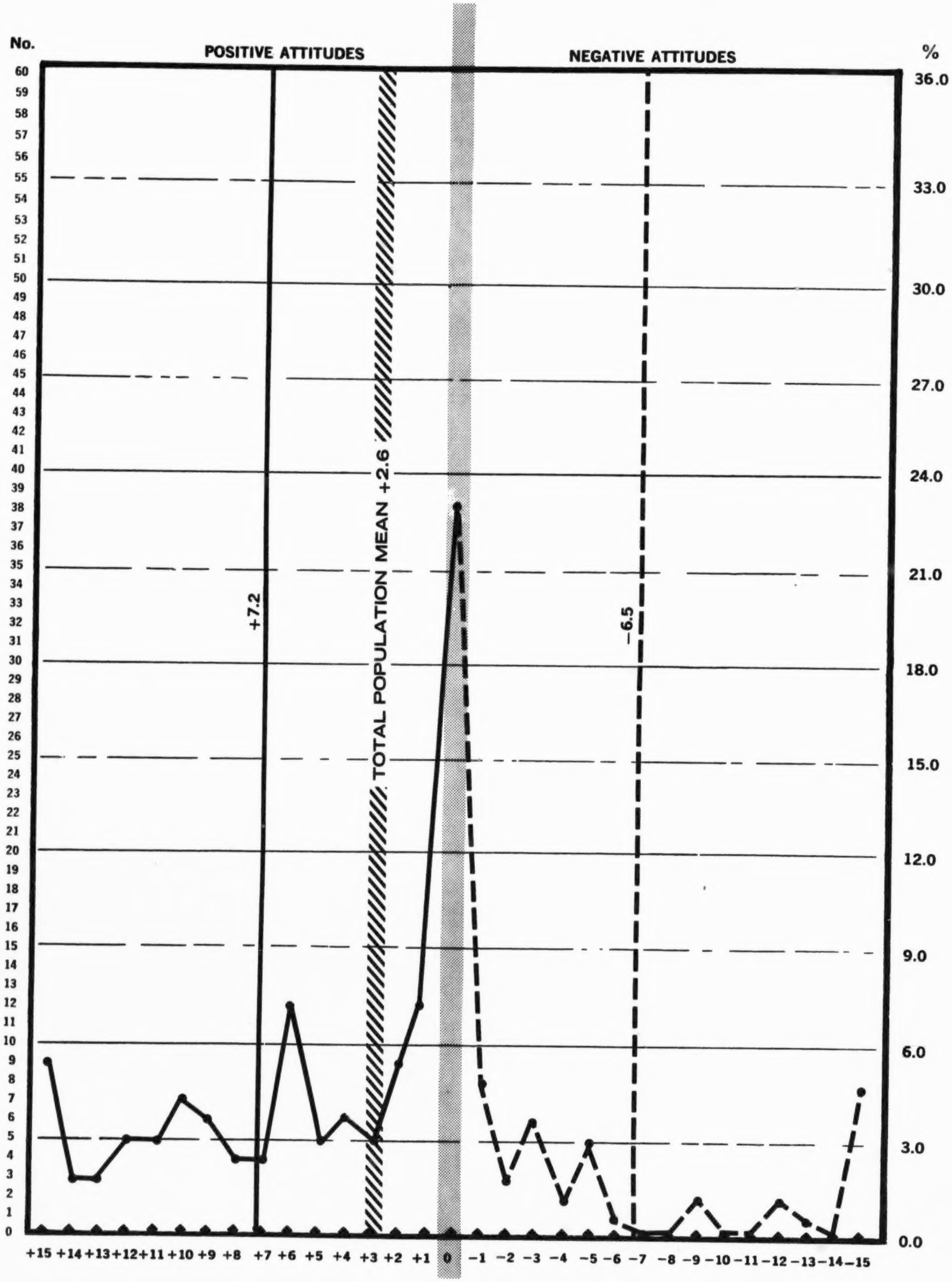


Variable 12: MY CLASSMATES

KEY:

MEANS

positive responses: ——— **negative responses:** — — **total population:** ▨ **neutral attitude:** ░

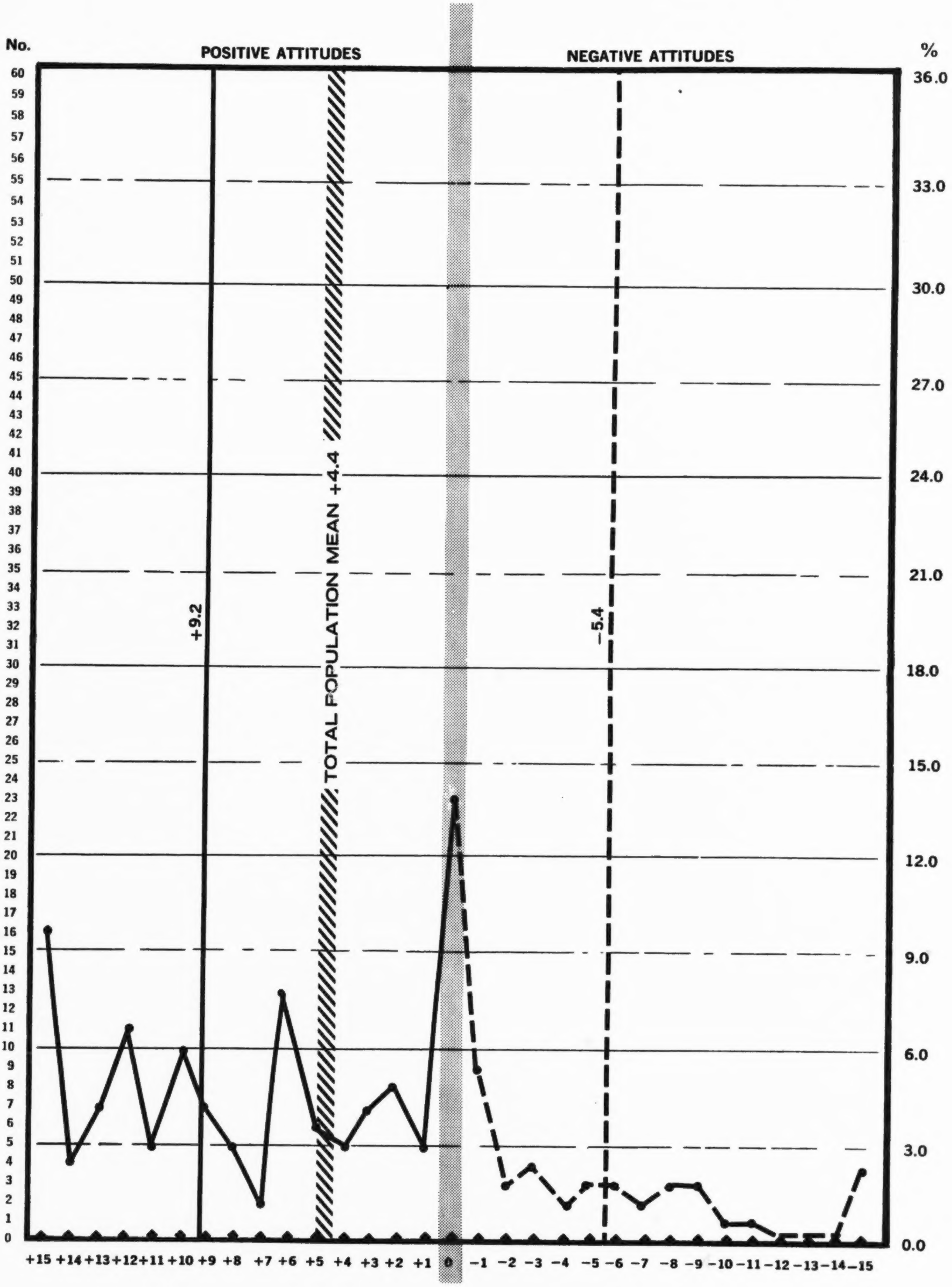


Variable 13: TRYING HARD

KEY:

MEANS

positive responses: ▬▬ **negative responses:** ▬ ▬ **total population:** ▨ **neutral attitude:** ░

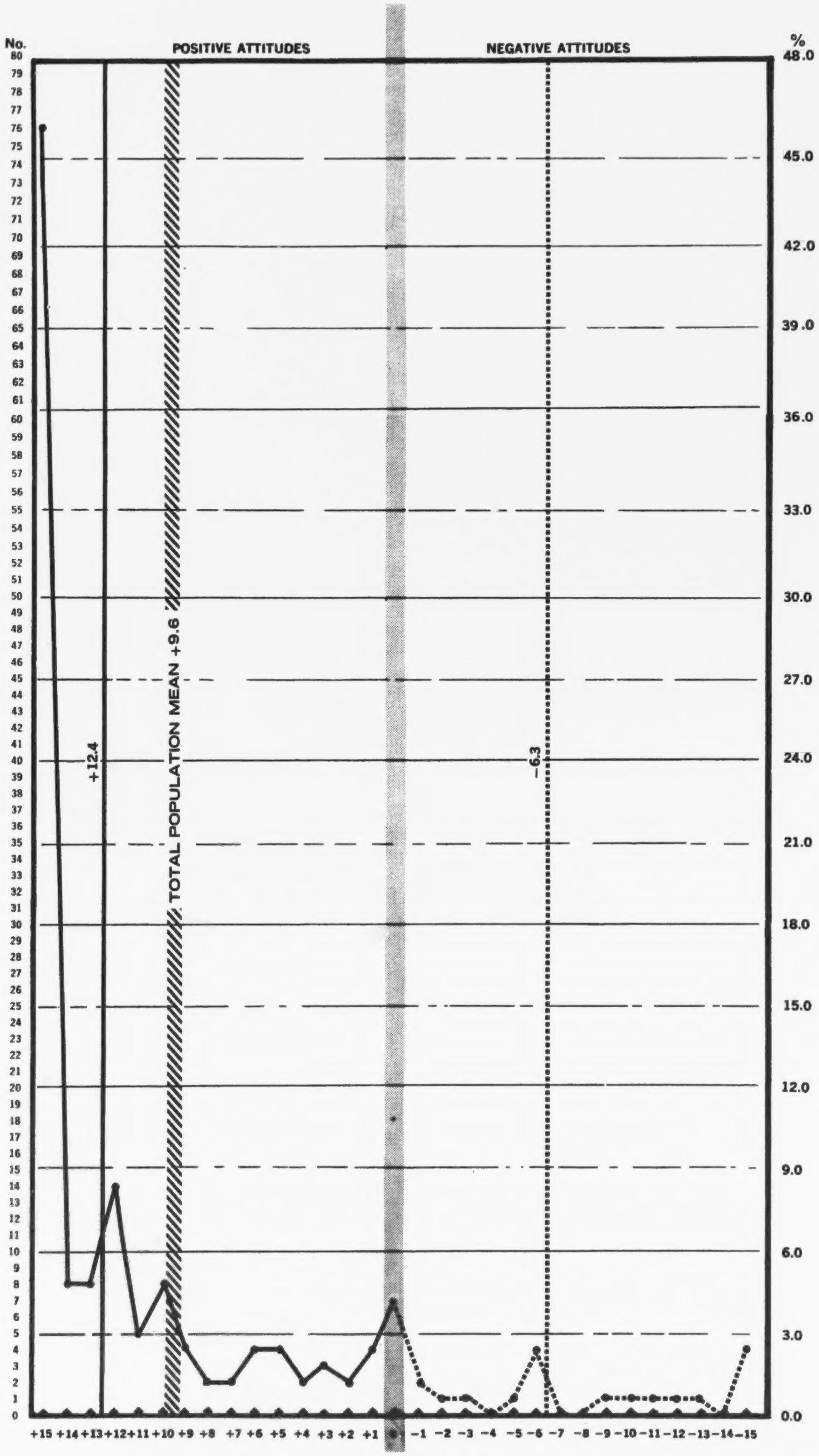


Variable 14: MOTHER

KEY:

MEANS

positive responses: —— **negative responses:** ········ **total population:** **neutral attitude:** ▨

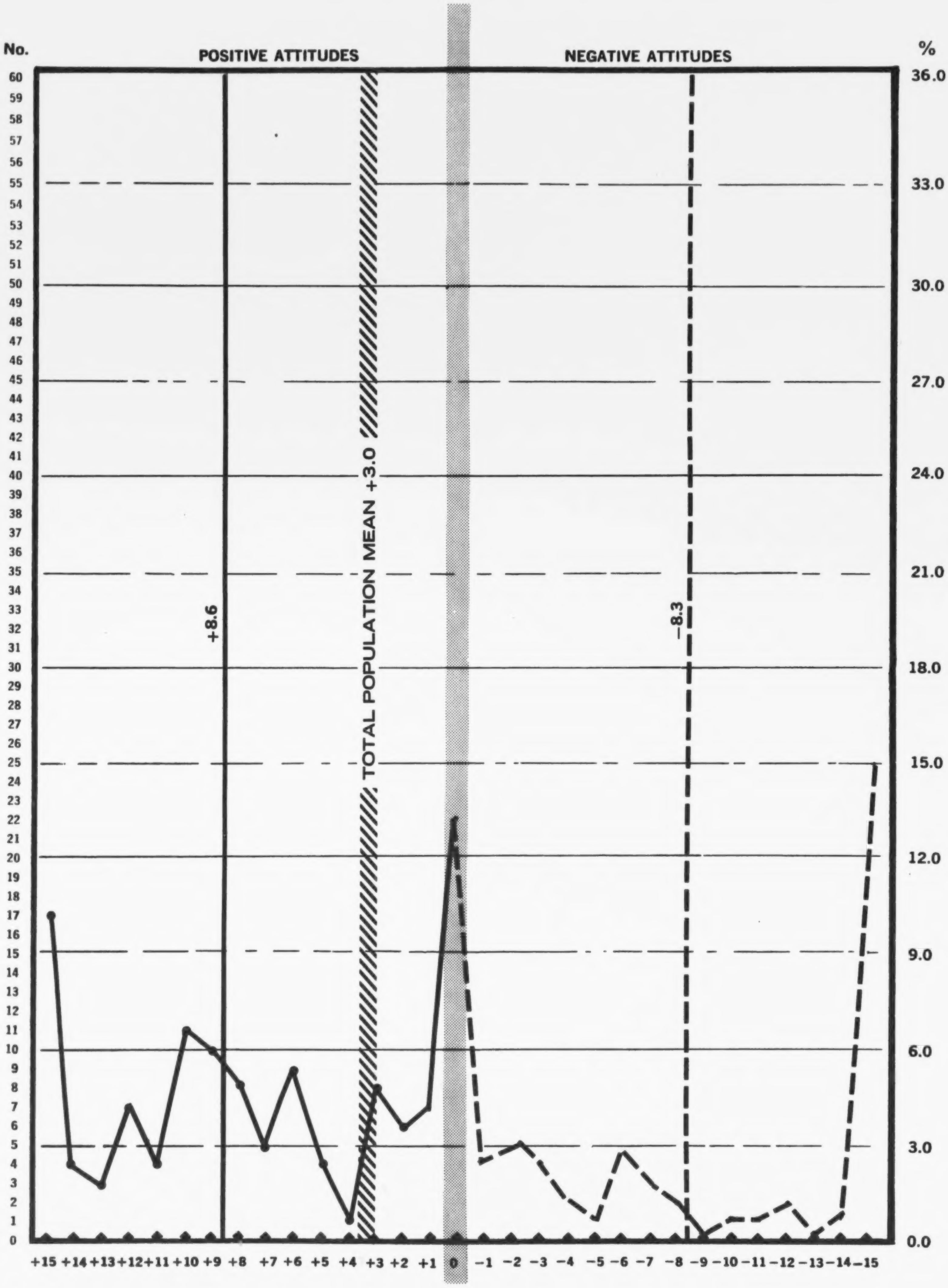


Variable 15: CONTINUATION SCHOOL

KEY:

MEANS

positive responses: —— negative responses: – – – total population: //// neutral attitude: ▒

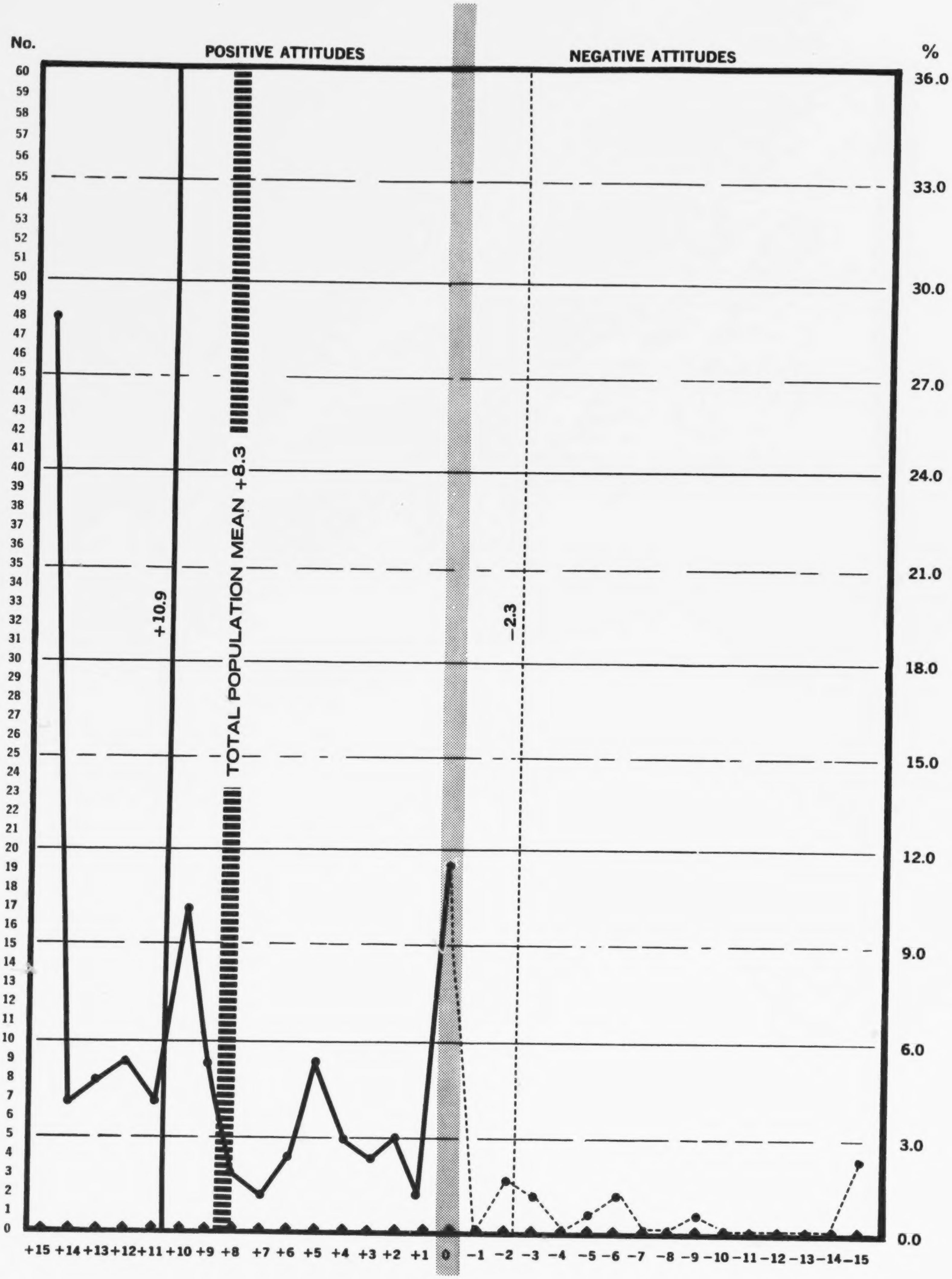


Variable 16: HOW I'D LIKE TO BE

KEY:

MEANS

positive responses: ——— **negative responses:** ------ **total population:** ▮▮▮▮▮ **neutral attitude:** ▨

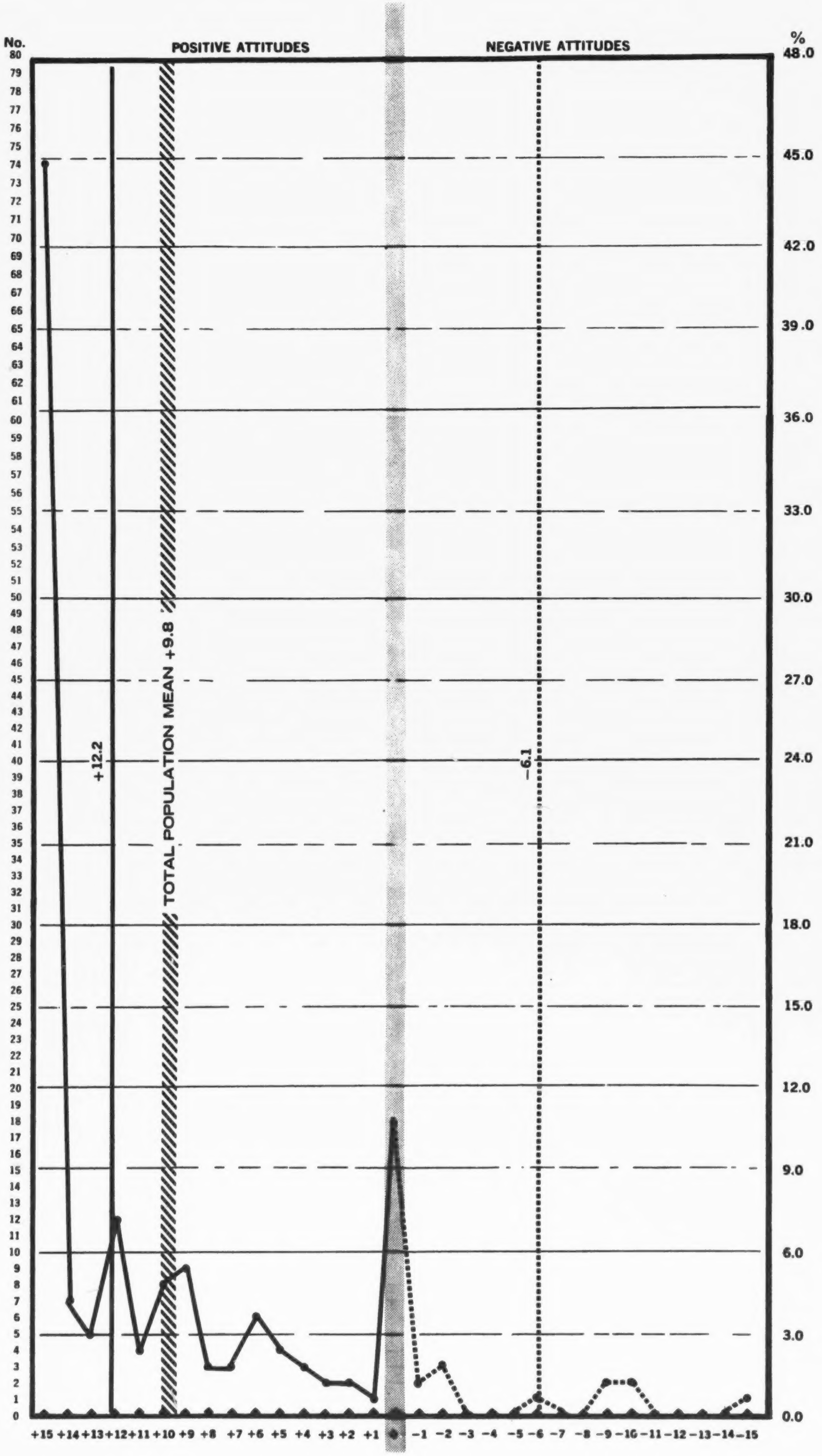


Variable 17: GRADUATING

KEY:

MEANS

positive responses: ▬ negative responses: ┅ total population: ▨ neutral attitude: ░

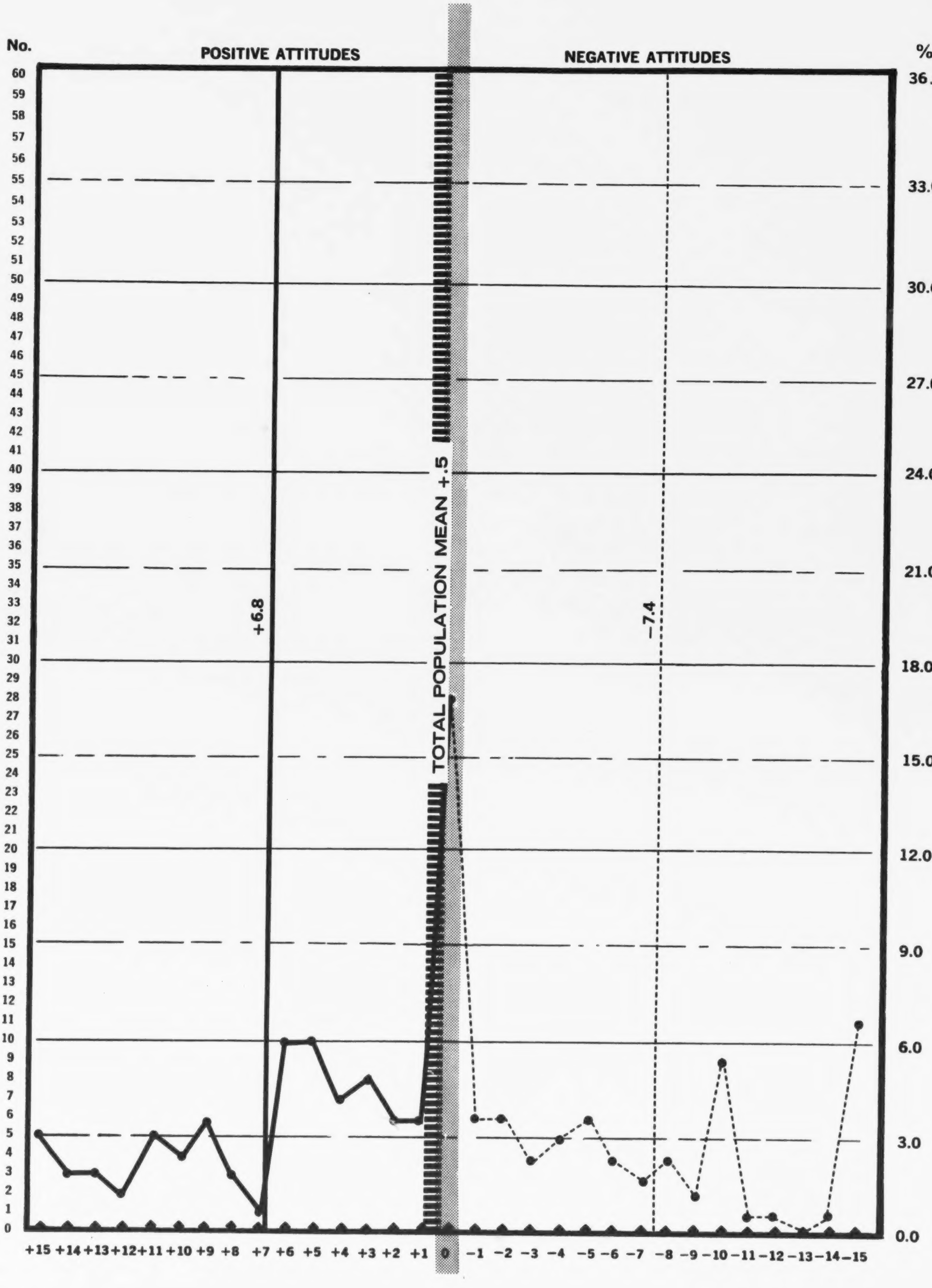


Variable 18: GROWNUPS

KEY:

MEANS

positive responses: ▬ **negative responses:** ------ **total population:** ▮▮▮▮▮ **neutral attitude:** ▨

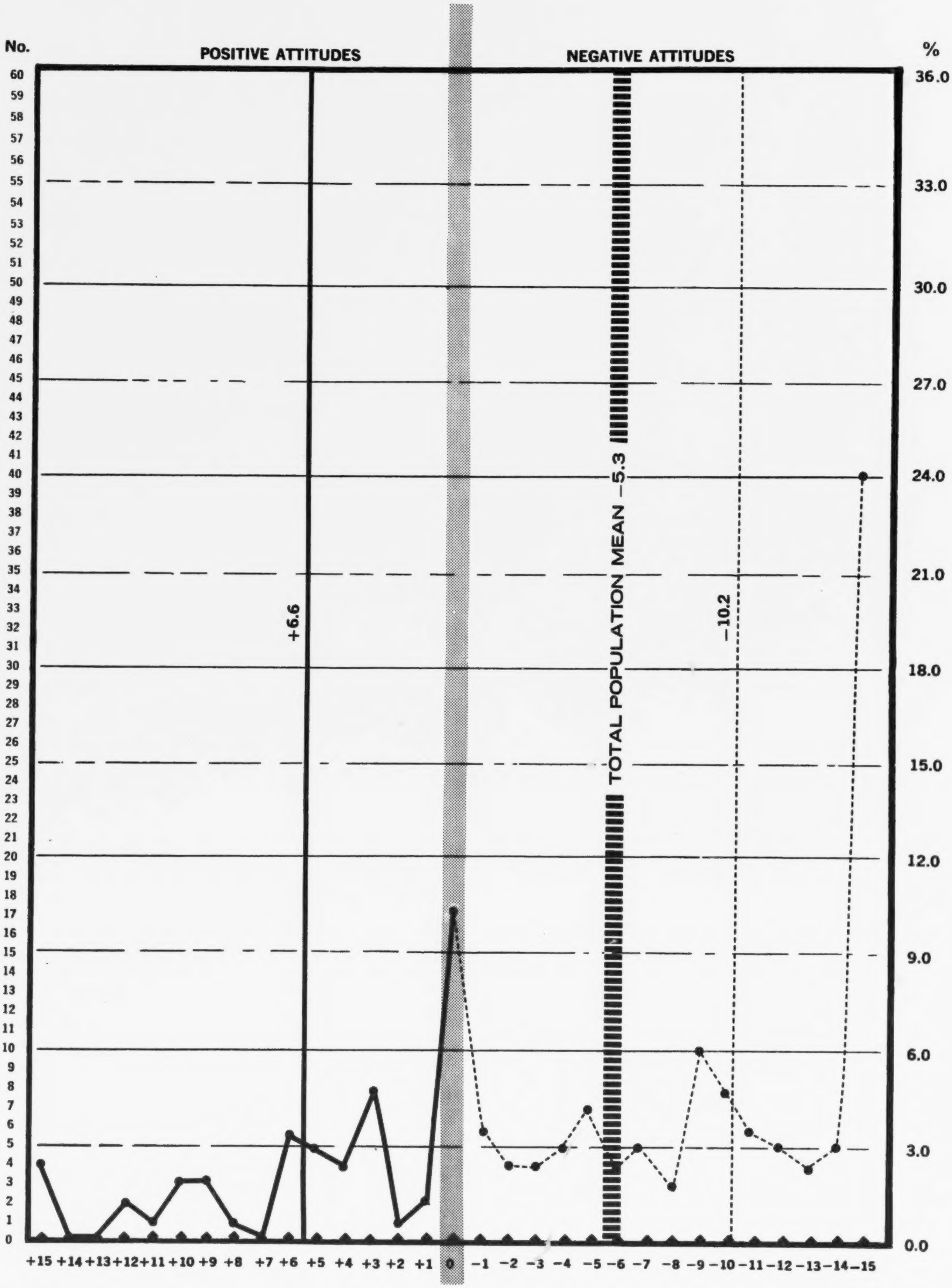


Variable 19: QUITTING SCHOOL

KEY:

MEANS

positive responses: ▬ **negative responses:------** **total population:** ▮▮▮▮▮▮▮ **neutral attitude:** ▨

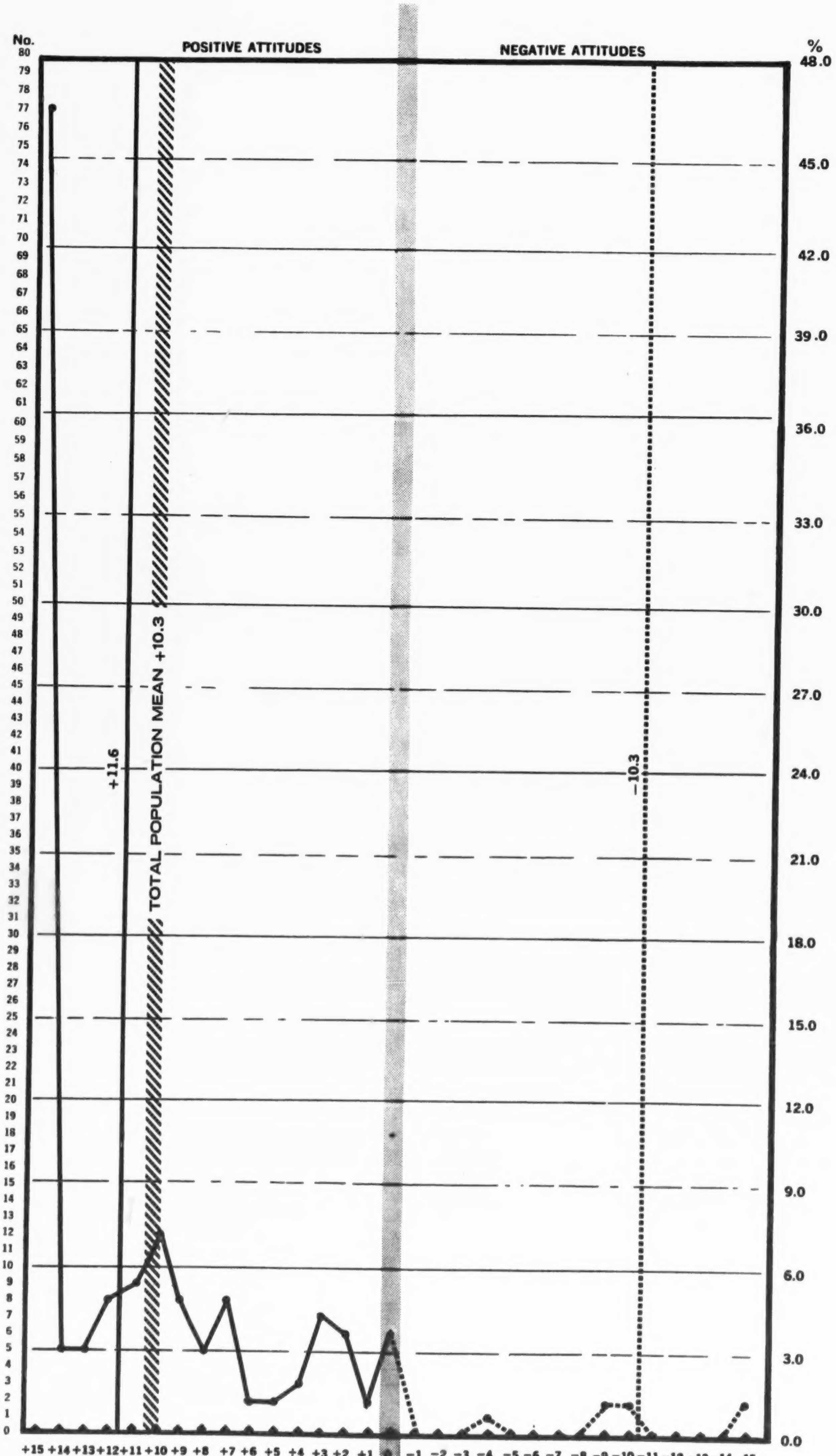


Variable 20: DATING

KEY:

MEANS

positive responses: ——— **negative responses:**▪▪▪▪▪▪▪▪ **total population:** ▨ **neutral attitude:** ░

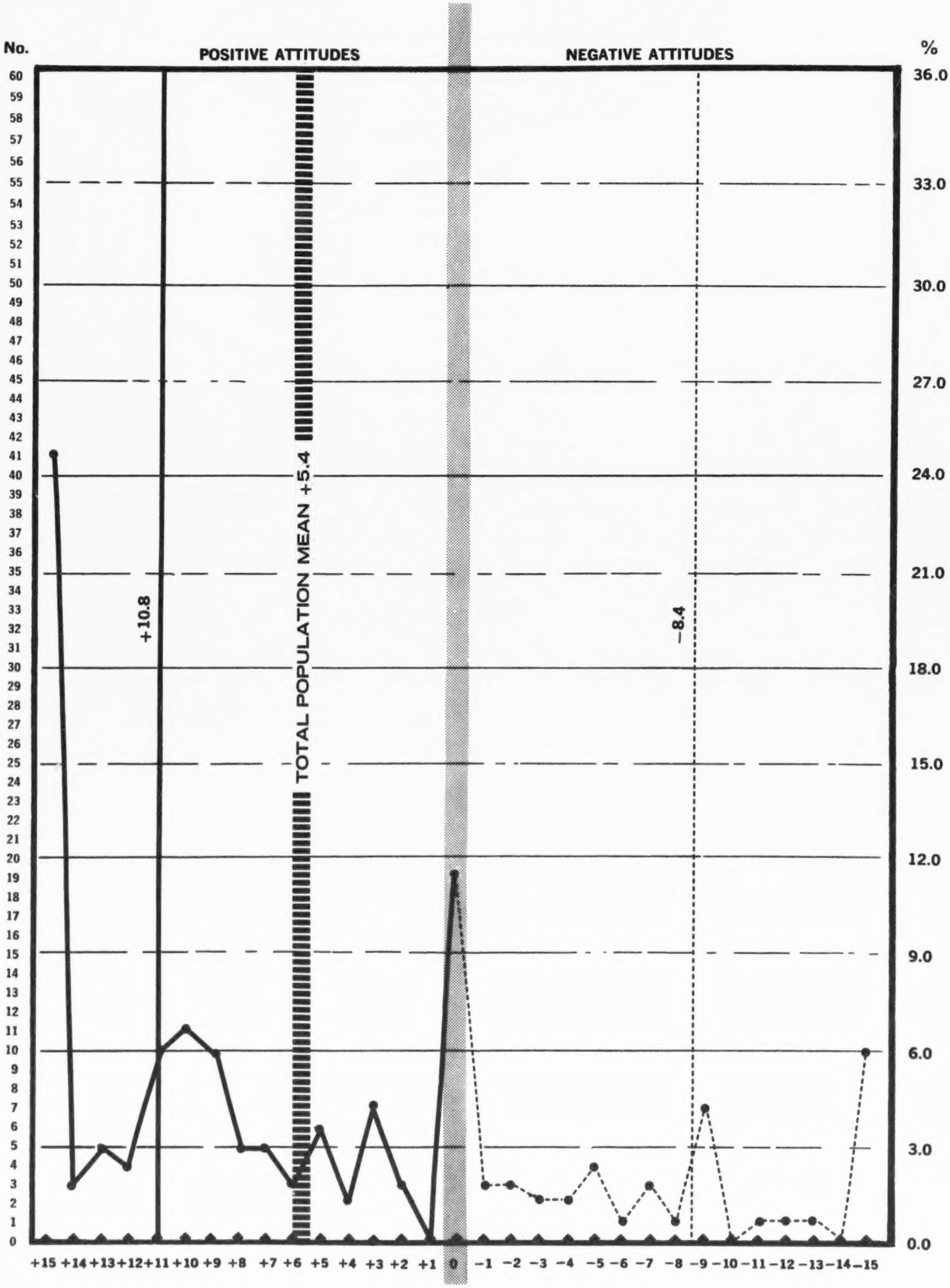


Variable 21: FATHER

KEY:

MEANS

positive responses: ▬ **negative responses:** ----- **total population:** ▮▮▮▮▮▮ **neutral attitude:** ▨

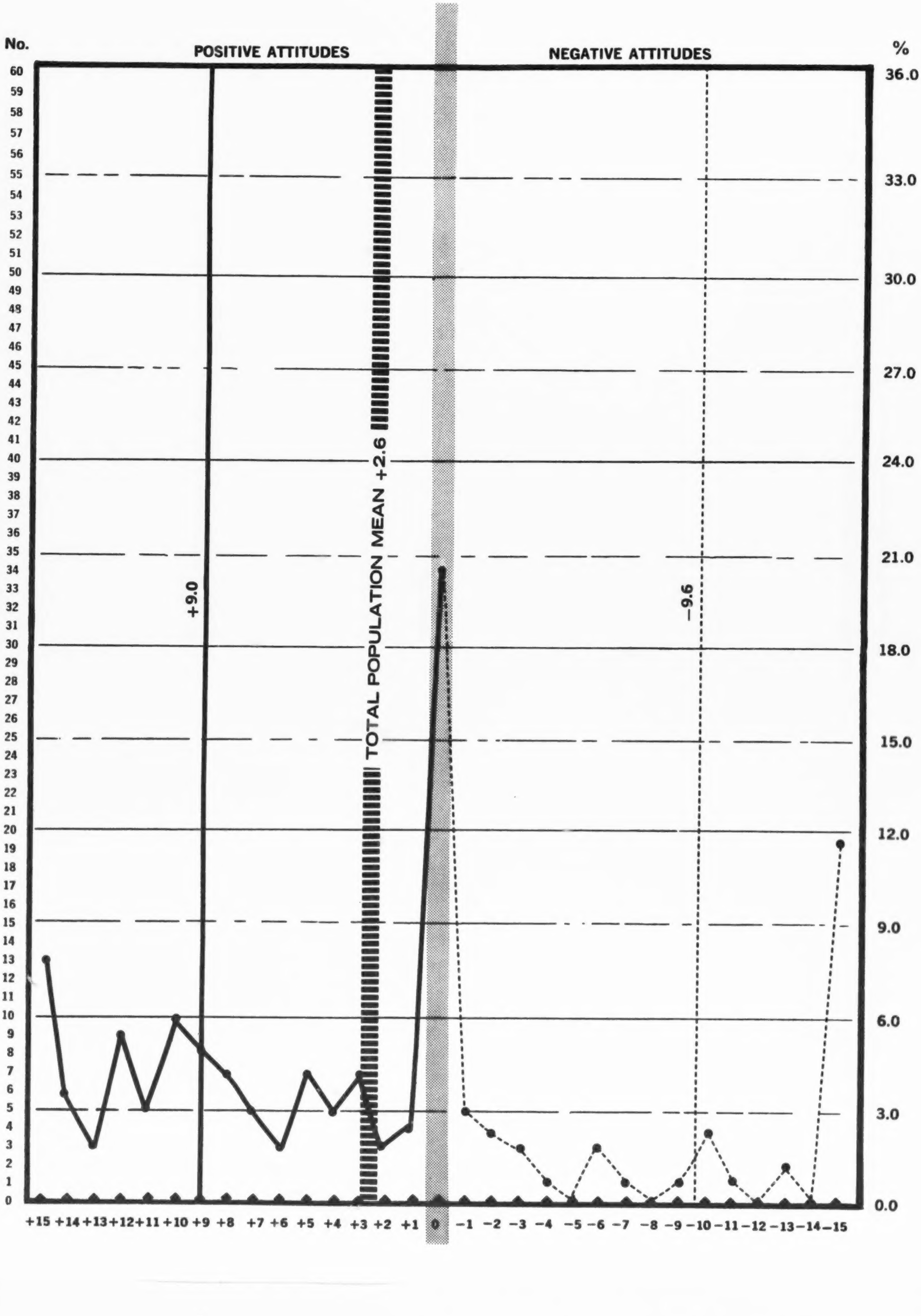


Variable 22: HIGH SCHOOL COUNSELOR

KEY:

MEANS

positive responses: ▬ **negative responses:** ------ **total population:** ▮▮▮▮ **neutral attitude:** ▨

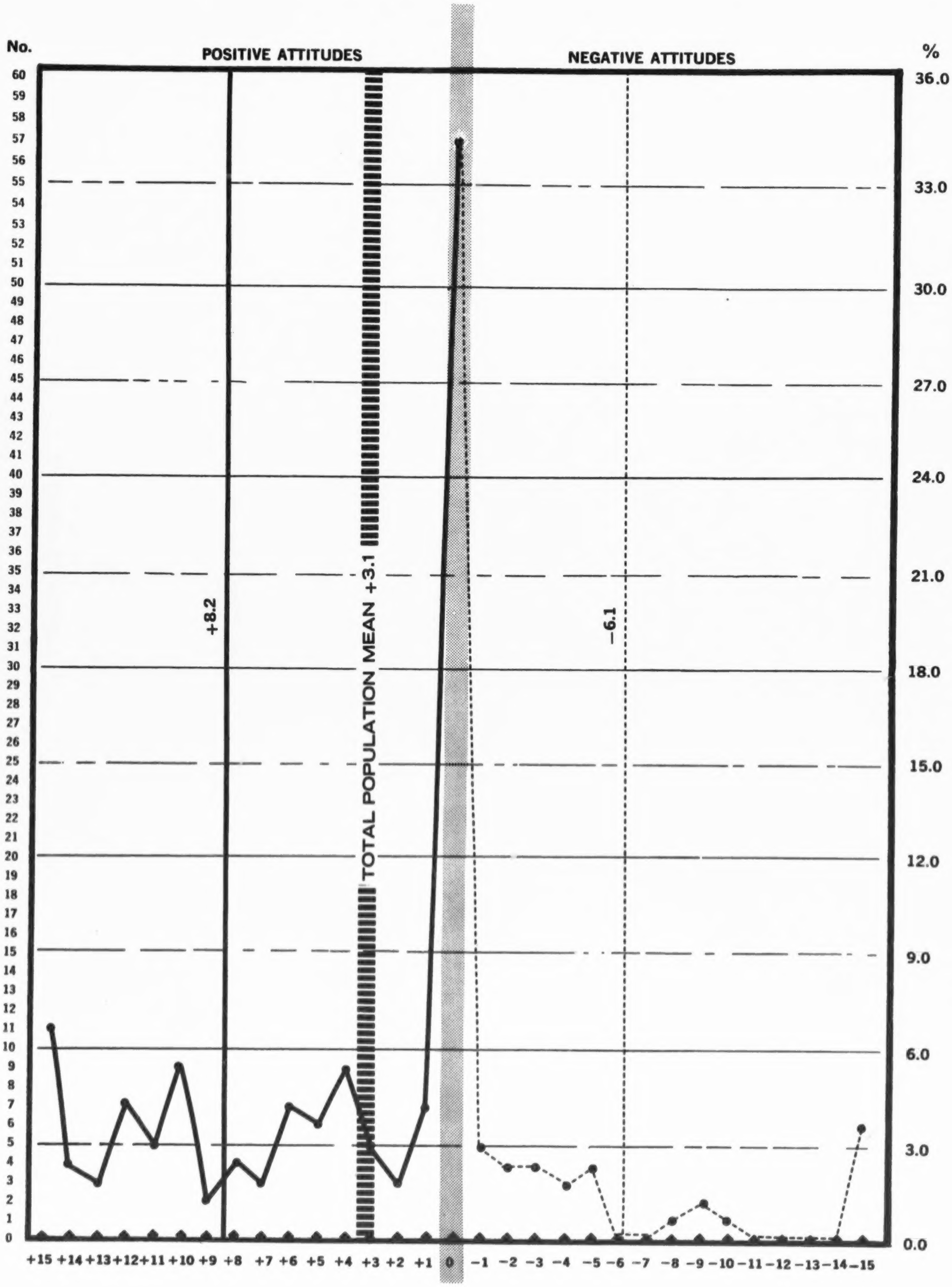


Variable 23: HOW MY CLASS SEES ME

KEY:

MEANS

positive responses: ▬ **negative responses:** ------ **total population:** ▮▮▮▮▮ **neutral attitude:** ▨

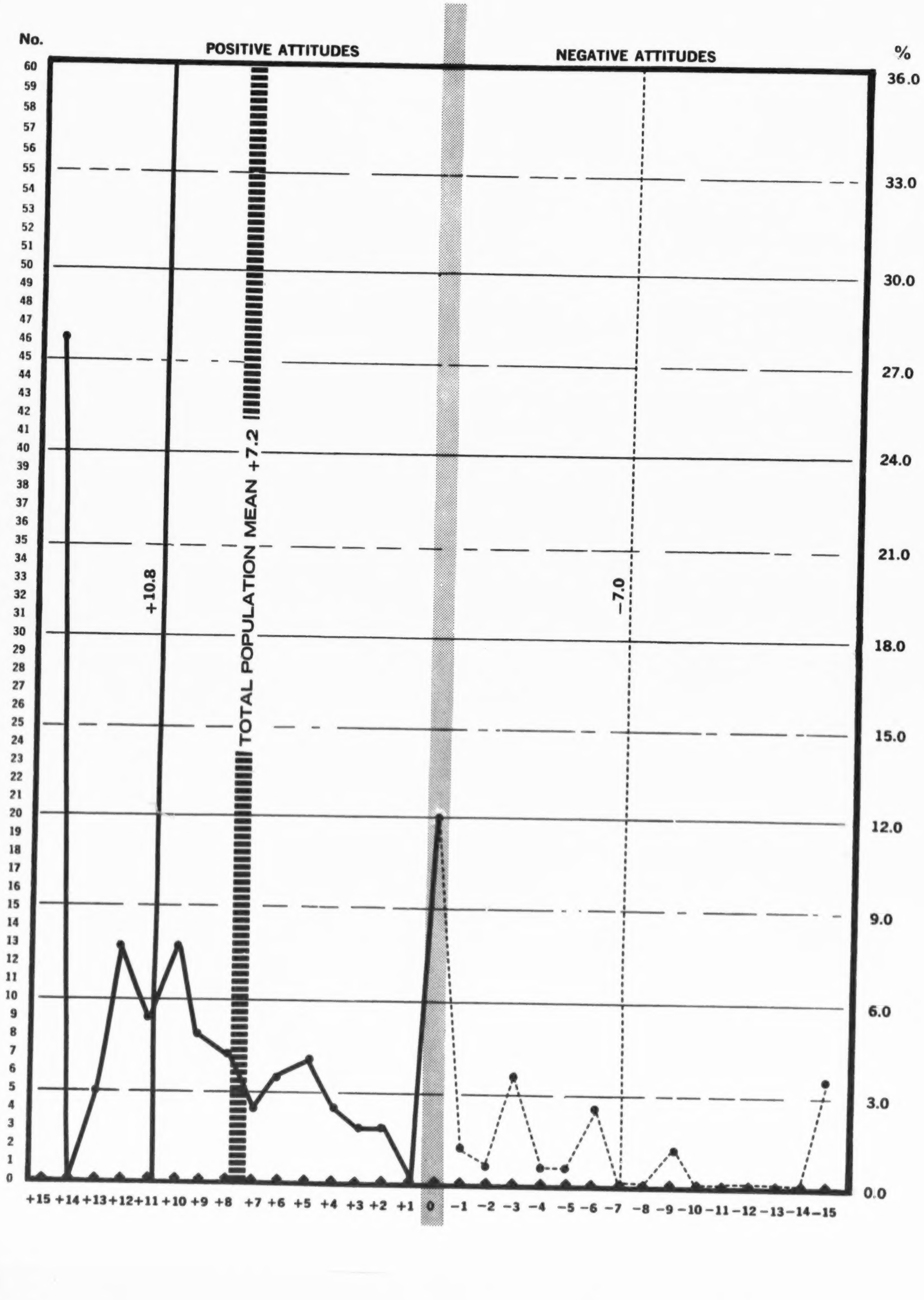


Variable 24: MY FUTURE

KEY:

MEANS

positive responses: — **negative responses:**------ **total population:** ▮▮▮▮▮ **neutral attitude:** ▨

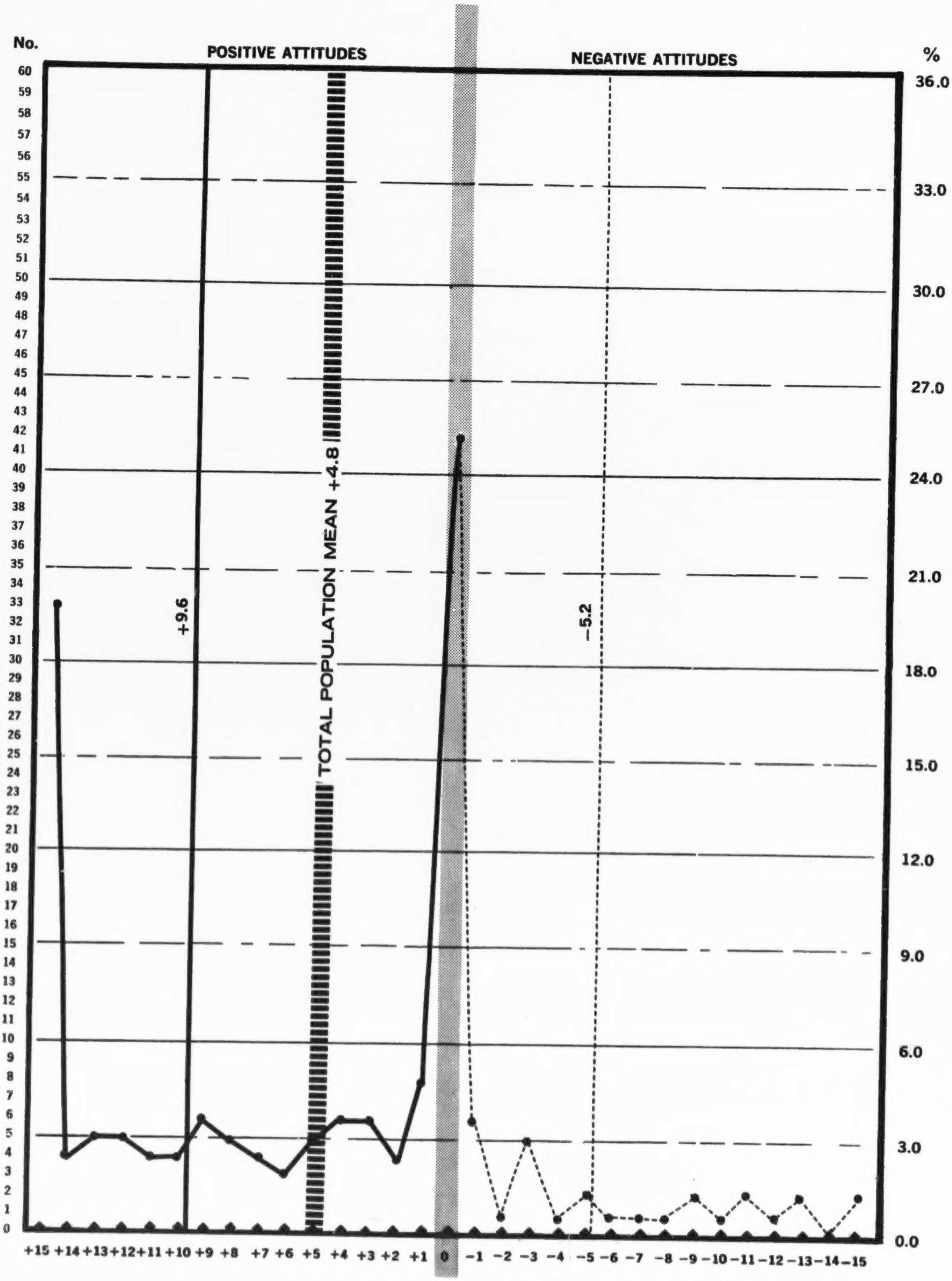


Variable 25: CHICANOS

KEY:

MEANS

positive responses: ▬ **negative responses:** ------ **total population:** ▮▮▮▮▮▮ **neutral attitude:** ▨

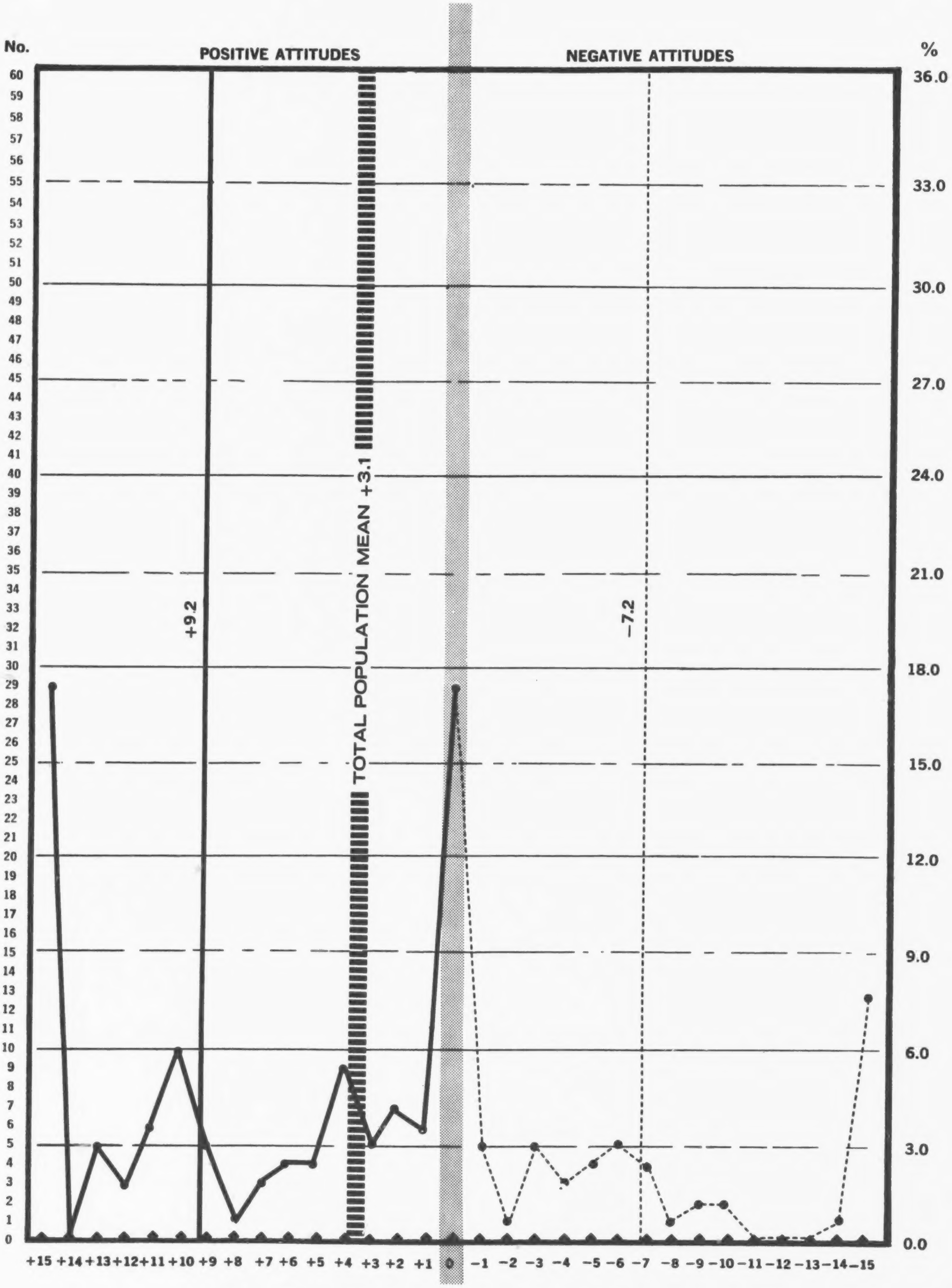


Variable 26: SMOKING

KEY:

MEANS

positive responses: ▬ **negative responses:** ----- **total population:** ▮▮▮ **neutral attitude:** ▨

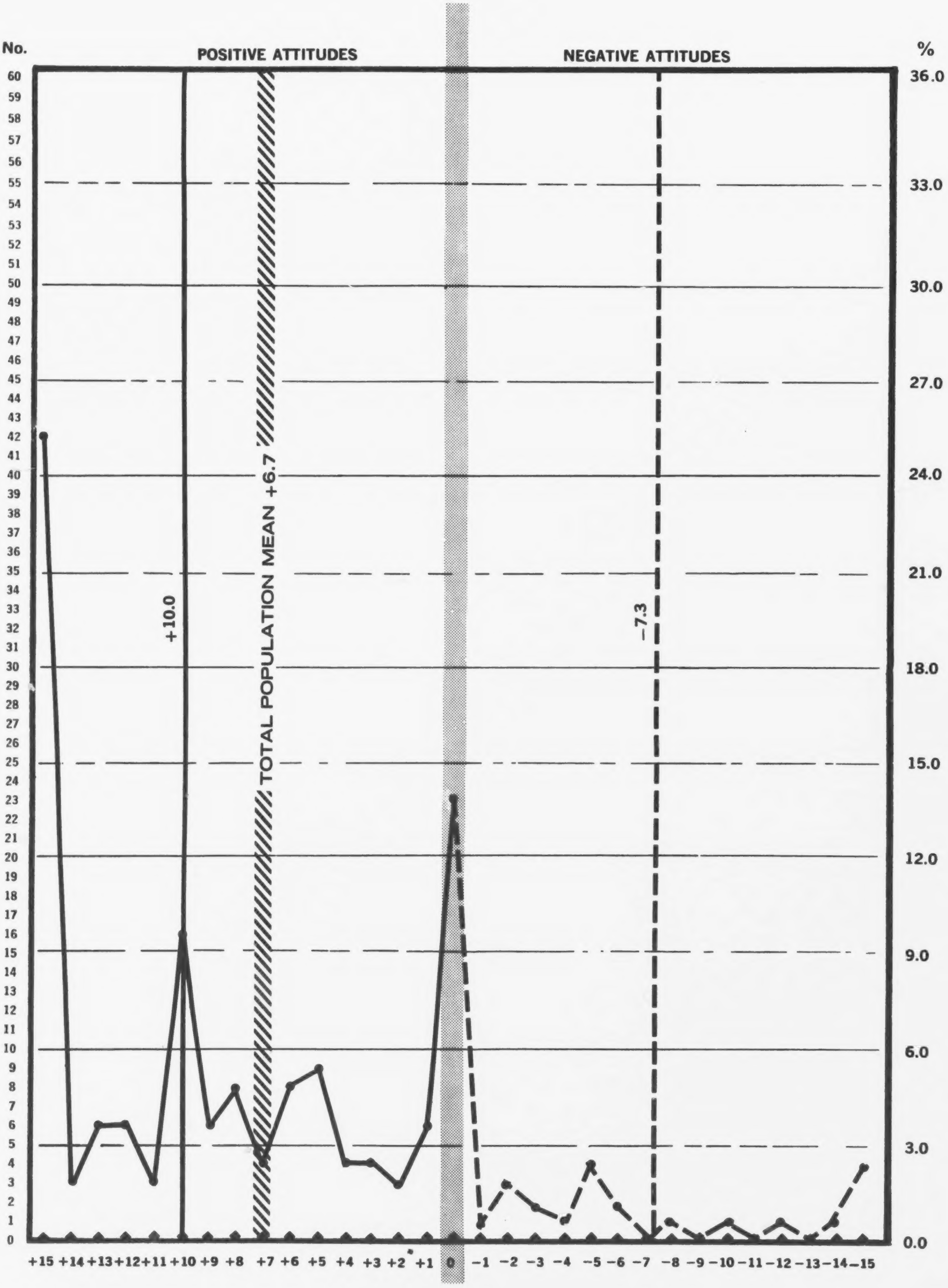


Variable 27: MY FAMILY

KEY:

MEANS

positive responses: ——— **negative responses:** — — — **total population:** ▨ **neutral attitude:** ░

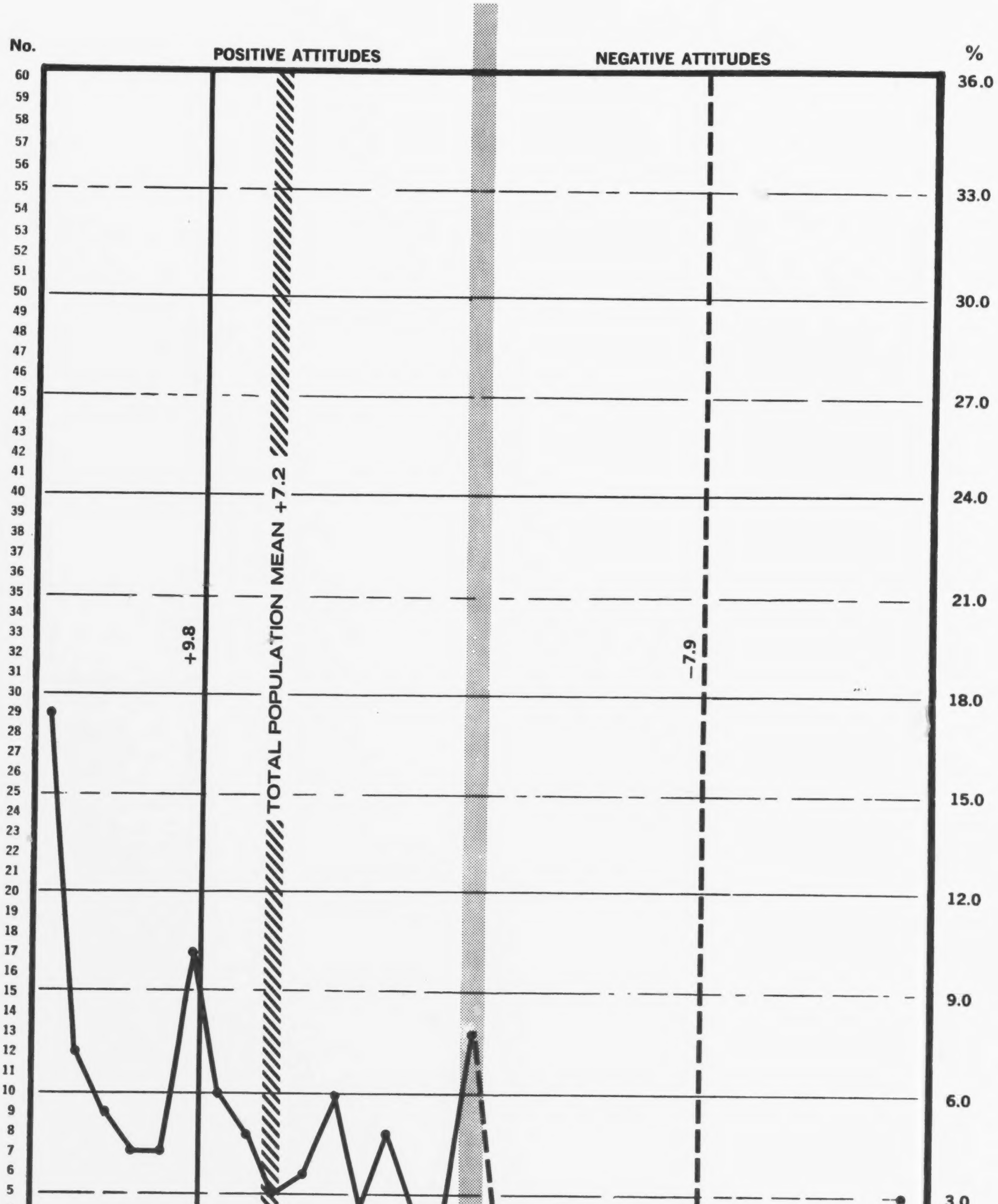


Variable 28: BEST FRIENDS

KEY:

MEANS

positive responses: —— **negative responses:** – – – **total population:** ▨ **neutral attitude:** ░

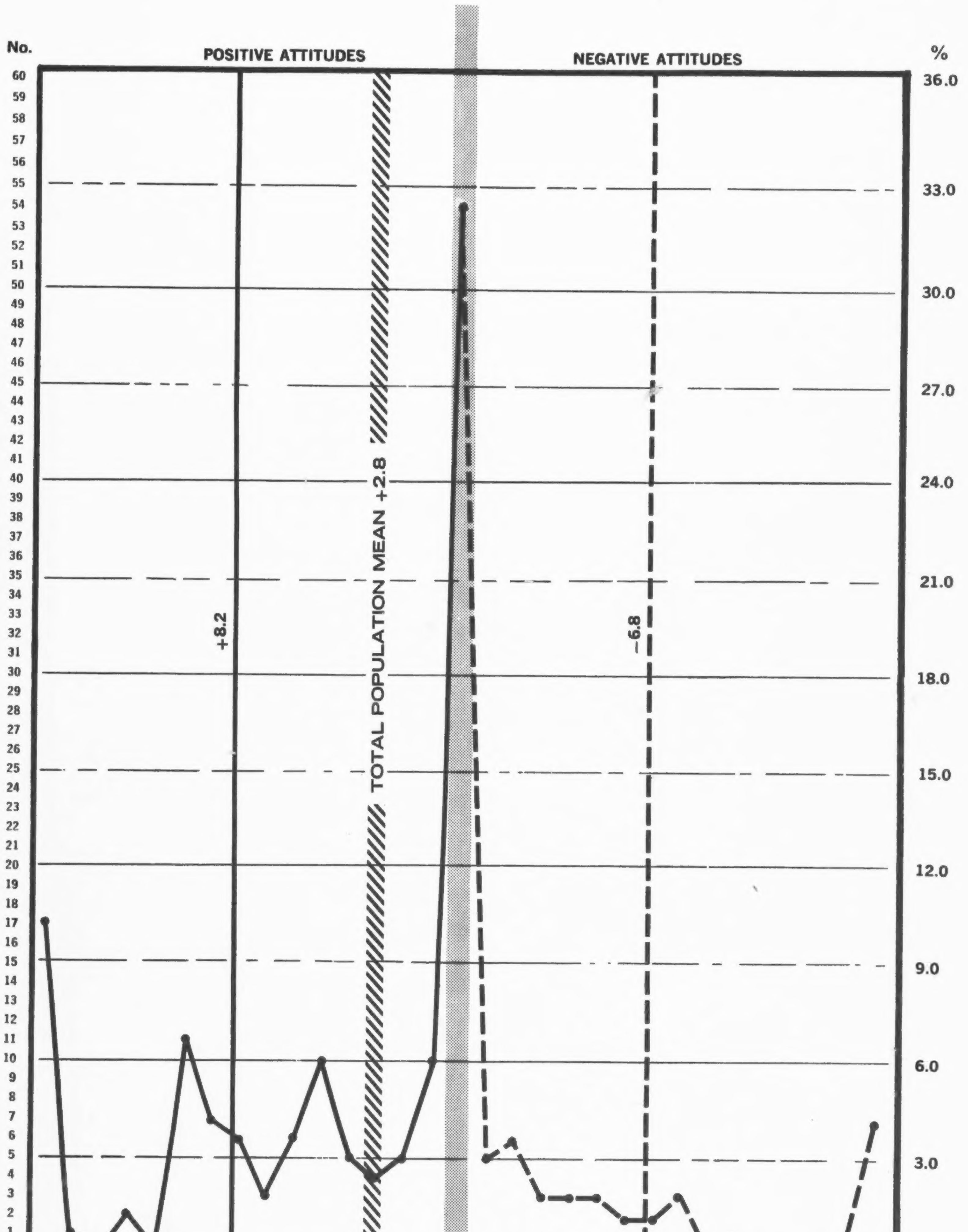


Variable 29: ANGLOS

KEY:

MEANS

positive responses: ——— **negative responses:** - — — **total population:** ▨ **neutral attitude:** ░



Variable 30: NEIGHBORS

KEY:

MEANS

positive responses: —— **negative responses:** – – – **total population:** ▨ **neutral attitude:** ▒

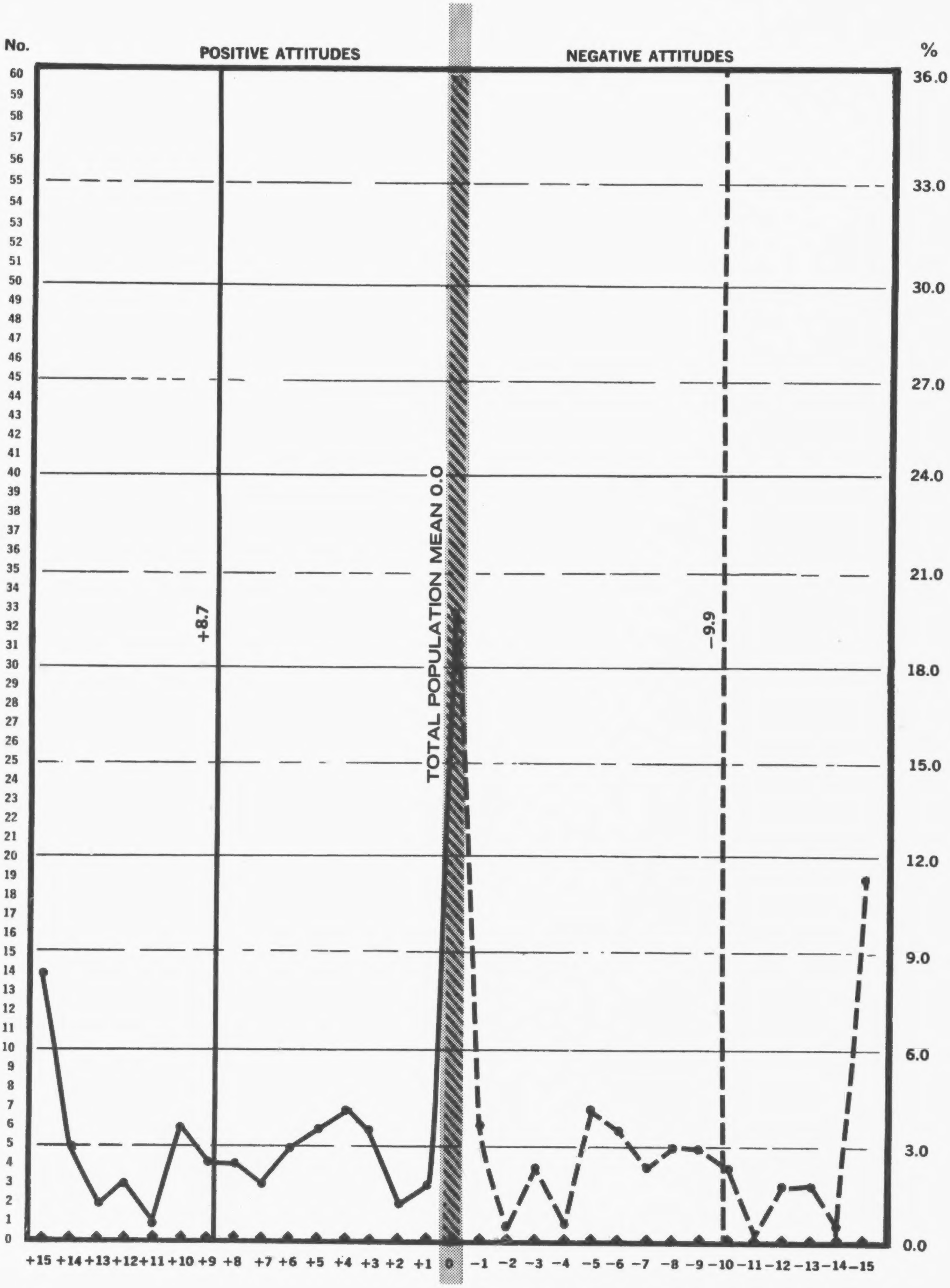


TABLE XVII, 3

MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																	
Male	-3.2	1	1	1	1	5	0	3	4	1	2	2	1	3	6	4	3	10	5	6	5	6	5	5	5	2	8	3	1	3	3	3	18
Female	-2.7		3	2	1	0	0	3	0	1	1	1	0	1	2	0	2	3	1	0	2	3	1	0	1	0	3	3	1	0	2	0	10
Me:																																	
Male	+4.3	2	15	2	4	6	0	6	5	2	5	10	8	3	8	9	5	12	3	3	5	1	1	1	1	2	1	2	1	0	0	0	4
Female	+6.1		4	2	1	2	1	4	3	4	5	1	1	5	4	2	0	3	1	0	2	0	0	0	1	0	0	0	0	0	0	0	1
Authority:																																	
Male	-1.4	3	3	1	0	2	4	0	2	0	4	5	4	8	6	3	4	19	3	5	4	5	3	5	6	5	5	1	3	2	0	0	13
Female	+0.7		3	2	1	0	2	3	2	1	3	0	1	0	3	1	1	3	2	3	1	2	1	1	0	1	1	1	0	2	1	0	5
College:																																	
Male	+3.6	4	8	1	7	3	3	4	7	6	4	10	9	3	5	5	7	18	2	4	1	0	1	3	4	0	3	1	0	1	0	1	4
Female	+5.7		8	1	2	2	2	3	2	0	3	1	1	1	5	3	1	3	1	2	3	0	1	0	0	1	0	0	0	0	0	0	1
Most People:																																	
Male	+1.8	5	7	1	0	1	1	3	10	5	7	2	7	8	8	9	6	13	3	5	6	2	2	1	1	3	4	1	0	0	1	0	8
Female	+4.6		7	0	1	1	1	1	2	2	1	5	2	3	2	1	1	1	9	1	1	2	1	0	1	0	0	1	0	1	0	0	0

*Male (N = 126)
Female (N = 47)

TABLE XVII, 3

MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-1
Cheating:																																	
Male	-5.9	6	8	1	0	0	0	0	3	0	0	0	1	2	5	2	1	12	2	5	4	4	7	3	3	4	4	5	7	4	1	3	3
Female	-8.0		0	0	0	1	0	0	1	0	0	0	0	1	3	2	1	3	1	0	3	1	0	1	1	1	0	0	4	2	1	0	2
Home:																																	
Male	+5.3	7	18	9	6	6	4	13	4	6	5	2	2	3	5	3	4	7	2	2	2	2	0	2	1	1	3	2	1	1	2	1	
Female	+6.8		12	1	1	3	2	4	2	0	1	1	2	1	6	1	0	1	1	2	2	0	0	1	0	0	2	0	0	0	0	0	
Teachers:																																	
Male	+0.8	8	4	1	2	4	3	6	3	4	2	2	3	4	7	4	9	25	5	3	5	4	2	1	3	2	4	1	2	2	0	0	
Female	+2.3		4	2	1	2	2	0	2	1	1	1	2	2	2	3	0	9	2	3	0	1	0	0	1	0	0	0	0	0	0	0	
My School Ability:																																	
Male	+3.8	9	13	3	1	4	4	3	3	7	5	2	3	9	4	11	3	22	6	3	5	4	0	0	2	3	0	0	0	0	0	0	
Female	+5.0		3	2	0	2	4	2	3	3	1	3	4	2	1	0	3	4	4	1	3	0	0	0	0	0	0	1	0	1	0	0	
Punishment:																																	
Male	-5.8	10	0	0	0	0	0	0	2	0	1	1	3	1	5	3	6	16	3	6	6	5	3	5	4	8	5	4	4	2	0	2	3
Female	-4.6		3	0	0	0	0	0	1	0	0	1	0	1	3	2	1	2	3	1	4	2	3	2	1	0	0	2	1	1	1	1	1
Job:																																	
Male	+7.7	11	26	2	4	11	3	7	9	10	8	4	6	2	10	3	3	6	1	2	3	0	1	0	0	0	0	0	0	1	0	0	
Female	+9.4		17	3	2	1	0	1	4	3	3	1	1	2	2	0	0	3	1	1	1	1	0	0	0	0	0	0	0	0	0	0	

*Male (N = 126)
Female (N = 47)

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
My Classmates:																																	
Male	+1.7	12	2	1	2	4	5	3	4	2	3	9	4	5	4	6	9	31	6	3	5	1	4	1	0	0	2	0	0	1	0	0	8
Female	+5.1		7	2	1	1	0	4	2	2	1	3	1	1	1	3	3	8	2	0	1	1	1	0	0	0	0	0	0	1	1	0	0
Trying Hard:																																	
Male	+3.4	13	9	2	5	7	1	6	5	3	2	9	4	5	6	6	5	18	8	3	4	2	1	2	2	2	3	0	1	0	0	0	4
Female	+7.0		7	2	2	4	4	4	2	2	0	4	2	0	1	2	0	5	1	0	0	0	2	1	0	1	0	1	0	0	0	0	0
Mother:																																	
Male	+9.1	14	51	5	6	9	5	8	4	1	2	3	2	2	2	2	3	6	0	1	0	0	2	3	0	0	1	1	1	1	0	0	4
Female	+10.8		25	3	2	5	0	0	0	1	0	1	2	0	1	0	1	1	2	0	1	0	0	1	0	0	0	0	0	0	1	0	0
Continuation School:																																	
Male	+2.2	15	12	2	1	3	3	10	5	6	4	5	2	1	5	4	4	19	3	5	4	2	1	4	2	2	0	1	0	0	0	1	14
Female	+5.4		5	2	2	4	1	1	5	2	1	4	2	0	3	2	3	3	1	0	0	0	0	1	1	0	0	0	1	2	0	0	1
How I'd Like to Be:																																	
Male	+7.2	16	25	3	7	8	4	14	6	2	2	4	8	5	2	5	1	20	0	1	1	0	1	2	0	0	0	0	0	0	0	0	4
Female	+11.1		23	4	1	1	3	3	3	1	0	0	1	0	2	0	1	0	0	2	1	0	0	0	0	0	1	0	0	0	0	0	0
Graduating:																																	
Male	+9.3	17	50	4	4	7	4	7	7	1	2	6	4	3	0	2	1	14	1	2	0	0	0	1	0	0	2	2	0	0	0	0	1
Female	+11.3		24	3	1	5	0	1	2	2	1	0	0	0	2	0	0	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0

*Male (N = 126)
Female (N = 47)

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Grown-ups:																																	
Male	+0.3	18	0	1	2	2	4	4	6	2	1	8	8	5	5	5	3	22	4	4	4	4	3	3	3	4	2	6	1	1	0	1	7
Female	+1.3		5	2	1	0	1	0	0	1	0	2	2	2	3	1	3	6	3	3	0	1	3	1	0	0	1	3	0	0	0	0	3
Quitting School:																																	
Male	-4.7	19	4	0	0	1	0	2	3	1	0	5	3	3	5	1	2	13	5	4	4	5	5	3	4	2	7	5	4	3	1	4	27
Female	-6.8		0	0	0	1	1	1	0	0	0	1	2	1	3	0	0	4	1	0	0	0	2	1	1	1	3	3	2	2	3	1	13
Dating:																																	
Male	+10.1	20	53	3	4	6	6	9	7	3	8	2	2	2	3	5	2	5	0	0	0	1	0	0	0	0	0	2	0	0	0	0	2
Female	+10.9		24	2	1	2	3	3	1	2	0	0	0	1	4	1	0	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
Father:																																	
Male	+5.1	21	27	3	2	4	8	8	8	4	4	2	5	2	5	2	0	13	1	1	1	2	4	1	3	0	3	0	1	1	1	0	9
Female	+6.3		14	0	3	0	2	3	2	1	1	1	1	0	2	1	0	6	2	2	1	0	0	0	0	1	3	0	0	0	0	0	1
My High School Counselor:																																	
Male	+1.3	22	5	5	1	6	3	6	5	5	5	2	3	3	4	3	4	30	3	2	3	1	0	2	1	0	1	3	1	0	2	0	16
Female	+6.1		8	1	2	3	2	4	3	2	0	1	4	2	3	0	0	4	2	2	0	0	0	1	0	0	0	0	0	0	0	0	3
How My Class Sees Me:																																	
Male	+2.1	23	9	1	1	3	3	4	2	2	1	6	4	7	3	3	5	45	4	3	3	3	4	0	0	1	1	1	0	0	0	0	6
Female	+5.6		2	3	2	4	2	5	0	2	2	1	2	2	2	0	2	12	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0

*Male (N = 126)
Female (N = 47)

TABLE XVII, 3
MOWI RESPONSE DISTRIBUTION - SEX*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
My Future:																																	
Male	+7.3	24	25	0	4	10	4	11	6	4	4	6	5	3	2	3	1	19	2	1	5	1	1	2	0	0	1	0	0	0	0	0	5
Female	+9.8		21	0	1	3	5	2	2	3	0	0	2	1	1	0	0	1	0	0	1	0	0	2	0	0	1	0	0	0	0	0	1
Mexican-Americans:																																	
Male	+3.7	25	17	2	3	5	3	3	4	2	4	2	5	5	5	3	6	34	4	1	3	1	1	0	1	1	2	1	2	1	2	0	2
Female	+7.6		16	2	2	0	1	1	2	3	0	1	0	1	1	1	2	8	2	0	2	0	1	1	0	0	0	0	0	0	0	0	0
Smoking:																																	
Male	+3.1	26	21	0	4	2	4	6	3	0	2	2	3	8	2	7	5	24	5	0	5	1	3	2	4	0	2	1	0	0	0	0	9
Female	+3.1		8	0	1	1	2	4	2	1	1	2	1	1	3	0	1	5	0	1	0	2	1	3	0	1	0	1	0	0	0	1	4
My Family:																																	
Male	+6.5	27	30	2	2	6	2	12	4	5	3	6	8	4	3	1	5	17	1	2	1	1	2	2	0	1	0	0	0	0	0	1	4
Female	+7.1		12	1	4	0	1	4	2	3	1	2	1	0	1	2	1	6	0	1	1	0	2	0	0	0	0	1	0	1	0	0	0
My Best Friends:																																	
Male	+6.4	28	18	6	7	6	3	11	8	6	5	3	9	4	5	3	3	11	2	1	0	0	3	2	2	2	1	0	0	0	1	0	3
Female	+9.1		11	6	2	1	4	6	2	2	0	3	1	0	3	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Anglos:																																	
Male	+2.2	29	13	0	0	1	0	6	6	3	3	3	8	3	2	3	6	39	5	6	2	1	2	0	1	4	0	1	0	0	0	0	7
Female	+4.4		4	1	0	1	0	5	1	3	0	3	2	2	2	2	4	15	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Neighbors:																																	
Male	-0.3	30	10	2	1	3	1	5	2	3	3	5	4	3	4	2	2	24	5	1	4	0	3	4	3	4	5	3	0	2	2	1	15
Female	-0.8		4	3	1	0	0	1	2	1	0	0	2	4	2	0	1	9	1	0	0	1	4	2	1	1	0	1	0	1	1	0	4

*Male (N = 126)
Female (N = 47)

TABLE XVII, 4

MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																	
Anglo	-2.4	1	4	2	2	3	0	5	3	2	2	2	1	3	5	3	4	10	5	4	6	6	5	3	5	1	7	4	1	2	5	3	16
Mex/Am	-5.0		0	1	0	2	0	0	1	0	1	1	0	1	3	1	1	3	1	1	1	3	1	2	1	1	3	2	1	1	0	0	12
Me:																																	
Anglo	+5.4	2	11	4	5	7	1	9	7	6	6	9	5	5	9	9	2	12	1	1	4	1	1	1	2	1	1	1	0	0	0	0	3
Mex/Am	+3.6		8	0	0	1	0	1	1	0	4	2	4	3	3	1	1	3	3	2	3	0	0	0	0	1	0	1	1	0	0	0	2
Authority:																																	
Anglo	0.0	3	5	3	1	2	5	3	4	1	5	5	4	6	6	4	4	13	4	3	4	4	3	3	3	6	5	0	3	2	0	0	13
Mex/Am	-3.4		1	0	0	0	1	0	0	0	1	0	1	1	3	0	1	9	1	5	1	3	1	3	2	0	1	2	0	2	1	0	5
College:																																	
Anglo	+4.7	4	13	2	6	5	4	6	6	6	2	8	8	2	7	5	5	16	3	5	3	0	1	1	2	1	3	0	0	0	0	0	4
Mex/Am	+2.3		2	0	2	0	1	1	3	0	5	3	2	2	3	3	2	5	0	1	1	0	1	2	2	0	0	1	0	1	0	1	1
Most People:																																	
Anglo	+2.9	5	10	1	1	2	2	3	7	7	6	3	9	8	8	4	4	16	3	3	4	2	1	2	0	1	5	1	0	0	1	0	6
Mex/Am	+1.7		4	0	0	0	0	1	5	0	2	2	0	3	2	2	3	6	1	3	3	1	1	0	1	2	0	0	1	0	0	0	2
Cheating:																																	
Anglo	-7.1	6	5	1	0	1	0	0	3	0	0	0	0	1	5	3	2	8	2	4	6	3	5	3	1	5	3	4	9	4	2	3	42
Mex/Am	-4.7		3	0	0	0	0	0	1	0	0	0	1	2	2	1	0	7	1	1	1	2	2	1	3	0	1	1	2	0	0	0	13

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Home:																																	
Anglo	+5.7	7	20	6	6	8	6	12	5	5	5	2	2	3	5	4	3	3	3	3	3	1	0	3	1	1	4	1	0	1	2	1	5
Mex/Am	+5.2		9	3	1	1	0	4	1	1	1	1	2	1	6	0	1	5	0	1	1	1	0	0	0	0	1	1	1	0	0	0	2
Teachers:																																	
Anglo	+2.0	8	7	2	3	5	4	6	5	3	2	2	5	4	5	6	6	25	5	4	3	1	1	0	2	1	4	1	1	2	0	0	9
Mex/Am	-1.3		1	0	0	1	1	0	0	1	1	1	0	2	4	1	3	9	2	2	2	3	1	1	2	1	0	0	1	0	0	0	5
My School Ability:																																	
Anglo	+4.5	9	11	4	1	4	5	4	5	9	5	5	5	8	2	5	5	20	7	3	7	1	0	0	2	1	0	1	0	1	0	0	2
Mex/Am	+3.2		5	1	0	2	2	1	1	1	1	0	2	3	2	5	1	6	3	1	1	3	0	0	0	2	0	0	0	0	0	0	2
Punishment:																																	
Anglo	-5.0	10	2	0	0	0	0	0	3	0	1	2	2	2	8	3	5	10	5	4	9	4	6	5	3	6	5	4	3	2	1	1	28
Mex/Am	-6.9		1	0	0	0	0	0	0	0	0	0	1	0	0	1	2	7	1	3	1	3	0	1	2	2	0	2	2	1	0	2	13
Job:																																	
Anglo	+8.2	11	31	4	5	9	2	6	10	11	8	3	5	2	8	2	2	4	2	2	2	1	1	0	0	0	0	0	0	1	0	0	3
Mex/Am	+7.5		11	1	1	2	0	2	3	2	3	2	2	2	5	1	1	5	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0
My Classmates:																																	
Anglo	+3.0	12	6	2	3	3	4	7	5	2	3	10	5	5	2	8	8	26	5	2	3	2	3	0	0	0	2	0	0	2	0	0	6
Mex/Am	+1.6		2	1	0	2	1	0	1	2	1	2	0	0	3	1	4	13	3	1	3	0	1	1	0	0	0	0	0	0	1	0	2

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Trying Hard:																																	
Anglo	+5.0	13	13	2	7	7	5	8	4	3	2	11	5	4	7	4	3	16	4	1	3	0	3	3	1	1	3	1	0	0	0	0	3
Mex/Am	+2.6		3	1	0	4	0	2	3	1	0	2	0	1	0	4	2	7	5	2	1	2	0	0	1	2	0	0	1	0	0	0	1
Mother:																																	
Anglo	+9.7	14	55	6	5	13	3	6	3	2	1	2	4	0	2	0	3	4	2	1	1	0	2	3	0	0	1	0	1	0	1	0	3
Mex/Am	+8.8		19	2	2	1	2	2	1	0	1	2	0	2	1	2	1	3	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1
Continuation School:																																	
Anglo	+3.3	15	12	3	3	4	3	10	9	6	2	4	4	1	7	5	5	13	4	3	3	2	0	5	2	0	0	0	1	2	0	1	10
Mex/Am	+2.4		5	1	0	3	1	1	1	1	3	4	0	0	1	1	2	9	0	2	1	0	1	0	1	2	0	1	0	0	0	0	4
How I'd Like to Be:																																	
Anglo	+8.7	16	36	7	6	6	7	11	7	3	1	2	5	4	3	2	1	14	0	2	2	0	1	1	0	0	0	0	0	0	0	0	3
Mex/Am	+6.7		10	0	2	3	0	5	2	0	1	2	4	1	1	3	1	6	0	1	0	0	0	1	0	0	1	0	0	0	0	0	1
Graduating:																																	
Anglo	+9.9	17	53	5	4	8	3	8	8	2	1	2	2	2	2	1	1	14	2	2	0	0	0	1	0	0	2	0	0	0	0	0	1
Mex/Am	+9.3		18	2	1	4	1	0	1	1	2	4	2	1	0	1	0	4	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0
Grown-ups:																																	
Anglo	+0.4	18	3	2	3	1	4	4	5	3	0	6	6	6	7	4	2	18	6	5	2	4	5	4	1	3	2	6	1	1	0	1	9
Mex/Am	+0.5		1	1	0	1	1	0	1	0	1	3	4	1	1	2	3	10	1	2	2	1	1	0	2	1	1	3	0	0	0	0	1

* Anglo (N = 125)
Mexican-American (N = 45)

4

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Quitting School:																																	
Anglo	-5.2	19	4	0	0	0	1	3	2	1	0	3	4	3	7	1	2	13	3	1	3	4	6	2	3	2	8	7	2	3	4	5	28
Mex/Am	-5.0		0	0	0	2	0	0	1	0	0	3	1	1	1	0	0	4	3	3	1	1	1	2	2	1	2	1	3	2	0	0	10
Dating:																																	
Anglo	+10.9	20	57	3	5	7	8	8	8	4	4	1	1	3	6	2	1	2	0	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Mex/Am	+8.6		18	2	0	1	0	4	0	1	4	1	1	0	1	4	1	4	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0
Father:																																	
Anglo	+5.0	21	28	2	5	2	9	5	7	5	3	3	5	1	5	1	0	13	2	2	2	0	3	1	2	1	5	0	1	1	1	0	9
Mex/Am	+6.2		11	1	0	2	1	6	2	0	2	0	1	1	2	2	0	6	1	1	0	2	1	0	1	0	1	0	0	0	0	0	1
My High School Counselor:																																	
Anglo	+2.9	22	11	5	2	7	3	7	6	6	3	1	7	3	4	2	2	25	4	2	3	0	0	1	1	0	0	3	1	0	0	0	15
Mex/Am	+1.4		1	1	1	2	2	2	2	1	2	2	0	2	2	1	2	9	1	2	0	1	0	2	0	0	1	0	0	0	2	0	4
How My Class Sees Me:																																	
Anglo	+3.1	23	7	2	2	4	3	9	2	4	3	3	6	5	3	2	5	41	5	4	3	2	3	0	0	1	1	1	0	0	0	0	3
Mex/Am	+2.8		4	1	1	3	2	0	0	0	0	4	0	3	2	1	2	15	0	0	1	1	1	0	0	0	1	0	0	0	0	0	3
My Future:																																	
Anglo	+7.6	24	33	0	4	10	9	8	5	5	4	4	5	4	3	0	1	13	1	0	5	1	1	3	0	0	2	0	0	0	0	0	3
Mex/Am	+6.3		12	0	1	2	0	5	3	2	0	2	2	0	0	3	0	7	1	1	0	0	0	1	0	0	0	0	0	0	0	0	3

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 4
MOWI RESPONSE DISTRIBUTION - ETHNIC*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Mexican-Americans:																																	
Anglo	+4.4	25	23	4	3	2	2	2	4	4	3	3	3	3	5	3	5	31	6	1	5	1	1	1	1	1	1	1	1	0	2	0	2
Mex/Am	+5.6		8	0	2	3	2	2	2	1	1	0	2	3	1	1	3	10	0	0	0	0	1	0	0	0	1	0	1	1	0	0	0
Smoking:																																	
Anglo	+2.7	26	20	0	2	3	5	6	2	1	2	2	4	7	5	5	5	19	4	1	5	3	3	1	4	1	1	1	0	0	0	0	12
Mex/Am	+4.8		9	0	3	0	1	4	3	0	1	2	0	1	0	2	1	10	0	0	0	0	1	4	0	0	1	1	0	0	0	0	1
My Family:																																	
Anglo	+6.6	27	29	3	2	6	3	14	4	6	1	5	5	4	3	2	5	15	1	3	2	0	2	2	0	1	0	1	0	1	0	0	4
Mex/Am	+7.0		12	0	4	0	0	2	2	2	2	3	4	0	0	1	1	8	0	0	0	1	2	0	0	0	0	0	0	0	0	0	1
My Best Friends:																																	
Anglo	+7.3	28	23	8	7	4	5	13	8	4	2	4	9	4	5	1	3	10	2	1	0	0	3	1	1	1	1	0	0	0	1	0	3
Mex/Am	+6.8		5	4	2	3	2	4	2	3	3	2	1	0	3	3	1	3	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Anglos:																																	
Anglo	+2.7	29	12	1	0	1	0	9	5	4	1	5	8	1	3	4	7	41	4	3	2	1	1	1	1	3	0	0	0	0	0	0	6
Mex/Am	+2.8		4	0	0	1	0	2	2	2	2	1	2	4	0	1	2	13	1	3	0	1	1	0	0	1	0	1	0	0	0	0	1
Neighbors:																																	
Anglo	-0.7	30	10	3	0	1	1	4	3	3	2	3	4	5	5	1	3	23	5	0	3	1	6	4	3	4	5	3	0	3	2	1	14
Mex/Am	+1.1		4	1	2	2	0	2	0	0	1	2	2	2	1	1	0	10	1	1	1	0	1	2	1	1	0	1	0	0	1	0	5

* Anglo (N = 125)
Mexican-American (N = 45)

TABLE XVII, 5

MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:																																
Group A	-4.4	1	3	0	2	0	3	1	1	2	1	0	1	3	0	5	6	3	1	3	4	3	2	3	2	6	3	1	1	2	3	18
Group B	-1.9 1	3	0	2	3	0	3	3	0	1	1	1	2	3	3	0	6	2	3	2	3	2	3	3	0	5	3	1	1	3	0	10
Group C	-0.6	0	0	0	0	0	0	0	1	0	1	0	1	2	1	0	1	1	2	2	2	1	0	0	0	0	0	0	1	0	0	0
Me:																																
Group A	+5.5	11	2	2	3	1	6	6	1	6	5	6	3	7	7	2	5	1	0	4	1	0	0	1	1	0	0	0	0	0	0	3
Group B	+4.8 2	8	2	3	4	0	4	2	3	4	4	2	4	2	4	3	10	2	3	2	0	1	1	0	0	0	1	1	0	0	0	2
Group C	+1.2	0	0	0	1	0	0	0	2	0	2	1	1	3	0	0	0	1	0	1	0	0	0	1	1	1	1	0	0	0	0	0
Authority:																																
Group A	-0.7	4	2	0	0	3	1	3	1	5	4	3	4	3	3	1	5	1	6	2	3	4	4	4	2	2	2	1	0	1	0	10
Group B	-1.6 3	2	1	0	2	0	2	1	0	2	0	2	4	4	1	4	13	3	2	2	4	0	1	2	3	3	0	2	4	0	0	8
Group C	-1.9	0	0	1	0	3	0	0	0	0	1	0	0	2	0	0	4	1	0	1	0	0	1	0	1	1	0	0	0	0	0	0
College:																																
Group A	+3.2	9	0	3	2	3	4	3	4	2	5	3	1	5	6	5	8	3	2	1	0	0	3	3	1	2	1	0	1	0	1	3
Group B	+4.8 4	6	1	6	2	2	2	6	1	4	2	6	2	4	1	2	13	0	3	3	0	2	0	1	0	1	0	0	0	0	0	2
Group C	+6.4	1	1	0	1	0	1	0	1	1	4	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Most People:																																
Group A	+2.0	4	1	0	1	1	1	7	3	3	4	6	5	5	7	3	11	2	3	4	2	0	1	0	2	2	0	1	0	0	0	5
Group B	+3.2 5	10	0	1	1	0	2	3	2	5	2	2	5	5	3	3	9	2	2	3	1	2	1	1	1	3	0	0	0	0	0	3
Group C	+2.7	0	0	0	0	1	1	2	2	0	1	1	1	0	0	1	2	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE *

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Cheating:																																
Group A	-6.1	4	1	0	1	0	0	2	0	0	0	0	1	4	3	1	7	2	2	4	1	3	2	3	3	3	1	4	4	0	1	27
Group B	-6.7 6	4	0	0	0	0	0	2	0	0	0	1	1	3	1	1	7	1	2	2	2	4	1	0	1	1	4	6	2	2	2	23
Group C	-7.1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	2	0	1	1	1	0	0	1	0	0	0	5
Home:																																
Group A	+5.3	15	5	4	3	5	6	3	1	3	3	3	3	5	1	1	3	1	3	2	0	0	2	0	1	3	0	1	0	2	1	4
Group B	+6.1 7	13	4	3	6	0	9	3	4	2	0	1	0	4	1	3	3	2	1	2	1	0	1	1	0	2	2	0	1	0	0	3
Group C	+6.2	2	1	0	0	1	2	0	1	1	0	0	1	2	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Teachers:																																
Group A	+0.3	4	1	0	4	2	4	3	3	1	1	1	3	1	5	3	17	5	4	1	2	0	0	3	1	2	1	1	0	0	0	11
Group B	+2.2 8	3	2	3	1	3	1	2	2	0	1	4	3	7	2	4	15	2	1	3	3	1	1	1	1	2	0	0	1	0	0	3
Group C	+1.8	1	0	0	1	0	1	0	0	2	1	0	0	1	0	2	2	0	1	1	0	1	0	0	0	0	0	1	1	0	0	0
My School Ability:																																
Group A	+4.0	7	2	1	4	6	2	2	4	4	3	4	5	1	4	2	14	6	2	4	2	0	0	1	1	0	0	0	0	0	0	3
Group B	+4.3 9	8	2	0	2	2	3	4	3	2	1	3	4	4	5	4	9	4	0	3	2	0	0	1	2	0	1	0	1	0	0	1
Group C	+4.0	1	1	0	0	0	0	0	3	0	1	0	2	0	2	0	3	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Punishment:																																
Group A	-6.5	2	0	0	0	0	0	0	0	1	1	1	0	5	2	5	6	3	4	3	3	2	2	3	2	4	4	2	2	0	3	24
Group B	-4.9 10	0	0	0	0	0	0	2	0	0	1	2	2	1	3	1	10	3	3	7	3	2	3	2	4	1	2	3	1	1	0	15
Group C	-2.6	1	0	0	0	0	0	1	0	0	0	0	0	2	0	1	2	0	0	0	1	2	2	0	2	0	0	0	0	0	0	2

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Job:																																
Group A	+8.7	24	2	0	5	2	5	10	4	7	3	1	4	6	2	1	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0	1
Group B	+7.5 11	16	1	5	6	1	3	2	8	3	1	6	0	5	1	1	6	1	0	1	1	1	0	0	0	0	0	0	1	0	0	2
Group C	+7.9	3	2	1	1	0	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
My Classmates:																																
Group A	+2.7	6	1	1	3	4	4	1	2	3	6	2	2	3	4	4	21	3	1	4	1	0	0	0	0	1	0	0	0	1	0	6
Group B	+2.5 12	2	1	1	2	1	3	4	2	1	5	3	4	2	3	6	15	3	1	2	1	5	1	0	0	1	0	0	1	0	0	2
Group C	+2.9	1	1	1	0	0	0	1	0	0	1	0	0	0	2	2	3	2	1	0	0	0	0	0	0	0	0	0	1	0	0	0
Trying Hard:																																
Group A	+4.1	6	2	3	6	1	5	4	3	2	10	2	2	1	3	4	12	4	1	3	1	1	1	0	1	2	0	1	0	0	0	3
Group B	+4.4 13	7	2	4	4	4	4	2	1	0	1	3	3	4	5	0	11	3	1	1	1	2	2	2	2	1	1	0	0	0	0	1
Group C	+6.5	3	0	0	1	0	1	1	1	0	2	1	0	2	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Mother:																																
Group A	+9.5	36	4	5	11	2	3	1	1	1	2	1	0	0	1	3	2	2	0	1	0	1	1	0	0	0	1	1	1	1	0	2
Group B	+9.7 14	34	3	3	3	2	3	2	1	1	2	2	2	3	0	1	3	0	1	0	0	1	2	0	0	1	0	0	0	0	0	2
Group C	+9.1	6	1	0	0	1	2	1	0	0	0	1	0	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Continuation School:																																
Group A	+3.5	10	3	0	4	3	6	5	4	2	5	0	1	6	3	3	7	2	2	3	1	1	0	1	2	0	0	1	2	0	0	7
Group B	+3.1 15	6	1	3	3	1	3	5	4	2	2	4	0	1	3	2	14	2	2	1	0	0	4	2	0	0	1	0	0	0	0	6
Group C	+0.2	1	0	0	0	0	2	0	0	1	2	0	0	1	0	2	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	2

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
How I'd Like to Be:																																	
Group A	+8.4		27	4	4	2	4	7	4	2	1	2	4	2	2	3	1	8	0	2	0	0	0	2	0	0	1	0	0	0	0	0	2
Group B	+8.1	16	18	1	3	7	3	8	4	0	0	2	4	2	2	2	1	11	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Group C	+8.2		3	2	1	0	0	2	1	1	1	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0
Graduating:																																	
Group A	+9.7		35	3	2	7	1	4	5	3	2	2	3	2	0	0	0	10	0	2	0	0	0	0	0	0	2	1	0	0	0	0	0
Group B	+9.4	17	31	3	3	5	1	3	3	0	1	1	1	1	2	2	1	8	2	1	0	0	0	1	0	0	0	1	0	0	0	0	1
Group C	+12.1		8	1	0	0	2	1	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grown-ups:																																	
Group A	0.0		3	0	2	0	2	3	3	2	1	6	5	4	3	2	4	9	4	3	2	2	2	2	2	2	2	6	1	0	0	0	7
Group B	+0.5	18	2	1	1	2	1	1	3	1	0	2	4	3	5	1	2	15	3	4	2	3	4	2	0	2	1	2	0	1	0	1	3
Group C	+3.5		0	2	0	0	2	0	0	0	0	2	1	0	0	3	0	4	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Quitting School:																																	
Group A	-5.4		2	0	0	1	0	0	2	1	0	4	3	2	4	0	1	10	2	2	1	2	4	1	1	2	6	2	4	1	3	2	21
Group B	-5.1	19	2	0	0	0	1	3	1	0	0	2	2	1	3	1	1	7	3	2	2	3	3	1	2	1	3	4	1	4	1	3	16
Group C	-6.0		0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	2	2	0	1	2	1	0	0	0	3
Dating:																																	
Group A	+10.1		40	1	1	3	8	4	4	1	4	1	0	2	2	4	2	2	0	0	0	1	0	0	0	0	2	1	0	0	0	0	1
Group B	+10.6	20	31	3	3	5	1	4	4	3	3	1	2	1	5	1	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Group C	+10.2		6	1	1	0	0	4	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5

MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Father:																																
Group A	+6.1	21	2	2	2	6	6	6	3	3	2	3	1	1	2	0	7	1	3	1	1	0	0	2	1	2	0	0	1	0	0	5
Group B	+4.2 21	16	1	1	2	3	3	3	2	2	0	2	1	6	1	0	10	2	0	1	1	3	1	1	0	4	0	1	0	1	0	4
Group C	+7.3	4	0	2	0	1	2	1	0	0	1	1	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
My High School Counselor:																																
Group A	+2.5	7	4	2	4	1	6	3	2	1	2	4	3	2	3	2	17	5	1	1	0	0	1	0	0	0	1	0	0	0	0	12
Group B	+2.6 22	6	1	1	4	3	2	3	5	4	0	3	1	5	0	1	15	0	2	2	1	0	2	0	0	1	1	1	0	2	0	6
Group C	+3.2	0	1	0	1	1	2	2	0	0	1	0	1	0	0	1	2	0	1	0	0	0	0	1	0	0	1	0	0	0	0	1
How My Class Sees Me:																																
Group A	+3.8	6	2	2	3	3	4	1	3	2	5	1	6	4	0	3	29	3	0	1	2	1	1	0	0	0	1	0	0	0	0	2
Group B	+2.5 23	5	2	1	2	1	5	0	1	0	2	3	3	0	3	3	25	2	3	3	1	2	0	0	1	1	0	0	0	0	0	0
Group C	+2.1	0	0	0	2	1	0	1	0	1	0	2	0	1	0	1	3	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1
My Future:																																
Group A	+8.3	26	0	2	5	6	7	6	3	4	2	3	1	2	2	0	7	1	0	2	0	0	2	0	0	0	0	0	0	0	0	0
Group B	+6.5 24	17	0	2	6	3	4	2	4	0	4	4	3	1	1	0	10	1	0	3	0	1	2	0	0	1	0	0	0	0	0	3
Group C	+5.3	3	0	1	2	0	2	0	0	0	0	0	0	0	0	1	3	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0
Mexican-Americans:																																
Group A	+6.0	20	2	3	2	2	1	3	5	2	2	3	3	3	3	4	15	3	1	3	0	1	0	0	0	0	0	0	1	1	0	1
Group B	+4.0 25	11	2	2	2	2	3	3	0	2	1	1	2	3	1	3	21	3	0	1	1	0	1	0	0	2	1	2	0	1	0	1
Group C	+1.8	2	0	0	1	0	0	0	0	0	0	1	1	0	0	1	6	0	0	1	0	1	0	1	1	0	0	0	0	0	0	0

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 5
MOWI RESPONSE DISTRIBUTION - ATTENDANCE*

VARIABLE	MEAN		+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Smoking:																																	
Group A	+3.9		15	0	3	1	3	7	3	0	1	3	2	4	4	3	2	11	2	1	5	2	2	2	0	1	2	0	0	0	0	1	4
Group B	+3.2	26	14	0	1	1	3	2	2	1	2	1	2	4	1	2	3	15	3	0	0	1	2	2	2	0	0	2	0	0	0	0	6
Group C	-1.3		0	0	1	1	0	1	0	0	0	0	0	1	0	2	1	3	0	0	0	0	0	1	2	0	0	0	0	0	0	0	3
My Family:																																	
Group A	+6.8		25	1	2	1	0	6	1	7	3	5	3	2	2	3	3	10	0	2	1	1	2	1	0	0	0	1	0	0	0	0	2
Group B	+6.0	27	13	2	2	5	2	7	4	1	0	3	5	2	2	0	3	11	1	1	1	0	1	1	0	1	0	0	0	1	0	1	2
Group C	+8.9		4	0	2	0	1	3	1	0	1	0	1	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
My Best Friends:																																	
Group A	+7.7		16	7	5	4	6	7	4	3	2	5	5	1	3	0	2	4	1	1	0	0	2	1	0	1	0	0	0	0	0	0	4
Group B	+6.5	28	13	3	3	3	1	7	6	2	1	1	5	3	3	4	1	8	0	0	0	0	1	1	2	1	1	0	0	0	1	0	1
Group C	+9.2		0	2	1	0	0	3	0	3	2	0	0	0	2	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Anglos:																																	
Group A	+3.2		10	0	0	2	0	4	5	3	1	4	5	4	2	5	4	22	2	1	1	2	0	0	0	1	0	1	0	0	0	0	5
Group B	+2.5	29	7	1	0	0	0	5	2	1	1	1	5	1	1	0	4	29	3	3	1	0	1	1	0	3	0	0	0	0	0	0	2
Group C	+2.4		0	0	0	0	0	2	0	2	1	1	0	0	1	0	2	3	0	2	0	0	1	0	1	0	0	0	0	0	0	0	0
Neighbors:																																	
Group A	-0.2		5	2	1	3	1	4	3	3	3	2	2	3	0	1	1	15	4	0	1	1	5	2	1	1	3	1	0	1	3	1	11
Group B	+0.6	30	7	3	1	0	0	2	1	1	0	2	4	4	4	1	2	16	2	1	2	0	2	3	2	3	0	2	0	0	0	0	8
Group C	-2.1		2	0	0	0	0	0	0	0	0	1	0	0	2	0	0	2	0	0	1	0	0	1	1	1	2	1	0	2	0	0	0

* Group A (N = 84)
Group B (N = 73)
Group C (N = 16)

TABLE XVII, 6

MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Regular High School:	+6.5 (1)	2	1	0	2	0	1	2	0	0	0	0	1	0	1	2	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
Me:	+8.5 (2)	0	4	1	0	0	2	2	2	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Authority:	+4.7 (3)	0	2	0	0	1	0	0	1	2	1	2	1	0	0	0	0	3	0	1	0	1	0	0	0	0	0	0	0	0	0	0
College:	+7.9 (4)	0	3	0	1	0	1	2	2	0	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Most People:	+7.1 (5)	0	1	0	1	2	0	4	0	1	0	0	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cheating:	-9.6 (6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	1	0	0	1	0	2	3	0
Home:	+7.6 (7)	0	4	0	0	2	0	3	0	0	1	0	0	2	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Teachers:	+6.9 (8)	0	3	0	0	1	1	1	3	0	0	0	2	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
My School Ability:	+6.9 (9)	0	3	0	0	1	0	2	1	0	3	1	0	0	1	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Punishment:	-3.5 (10)	0	0	0	0	0	0	0	0	0	0	0	1	1	1	2	2	0	0	0	1	0	1	2	1	1	1	0	0	1	0	0

* Staff (N = 15)

TABLE XVII, 6
MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Job:	+10.1 (11)	3	1	2	2	1	1	0	0	1	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
My Classmates:	+7.7 (12)	0	2	1	0	2	2	2	0	0	1	0	0	2	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Trying Hard:	+7.1 (13)	0	2	3	0	1	0	2	1	0	1	1	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Mother:	+8.9 (14)	0	7	0	0	0	1	2	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Continuation School:	+6.1 (15)	0	2	0	1	0	0	1	2	2	0	1	1	0	2	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
How I'd Like to Be:	+11.8 (16)	0	7	2	1	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graduating:	+11.0 (17)	0	8	0	1	2	0	1	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grown-ups:	+6.0 (18)	0	3	0	0	1	0	2	2	1	0	1	0	2	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0
Quitting School:	-8.5 (19)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	1	1	0	1	1	3	1	0	0
Dating:	+8.5 (20)	0	5	0	1	0	1	0	1	1	1	3	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Staff (N = 15)

TABLE XVII, 6
MOWI RESPONSE DISTRIBUTION - STAFF*

VARIABLE	MEAN	+15	+14	+13	+12	+11	+10	+9	+8	+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13	-14	-15
Father:	+9.8 (21)	6	0	3	0	0	2	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
My High School Counselor:	+5.9 (22)	0	1	1	0	1	1	1	2	1	0	2	0	1	0	1	0	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0
How My Class Sees Me:	+6.6 (23)	0	2	1	1	1	1	2	1	0	0	0	0	1	2	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0
My Future:	+9.3 (24)	0	5	1	0	1	2	2	0	0	2	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Mexican-Americans:	+7.4 (25)	1	2	1	0	2	0	1	1	1	1	0	1	1	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Smoking:	-3.4 (26)	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	0	1	0	0	1	1	0	3	0	0	0	0	0	2	0	0
My Family:	+9.1 (27)	0	4	2	1	0	1	2	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
My Best Friends:	+10.1 (28)	0	5	3	0	0	1	3	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Anglos:	+4.7 (29)	0	2	1	0	1	0	2	1	0	1	0	2	0	0	0	0	3	0	0	0	0	0	1	0	0	0	0	1	0	0	0
Neighbors:	+7.8 (30)	0	4	0	0	0	2	3	0	0	1	1	1	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0

* Staff (N = 15)

MOWI CORRELATIONS (N = 177)

df = 175
.05 significance level, r ≥ .148■
.01 significance level, r ≥ .193◎

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1. Regular High School	1	—																													
2. Me	2	.092																													
3. Authority	3	.402◎	.294◎																												
4. College	4	.355◎	.191■	.313◎																											
5. Most People	5	.265◎	.251◎	.350◎	.424◎																										
6. Cheating	6	-.178■	-.089	-.189■	-.271◎	-.139																									
7. Home	7	.280◎	.343◎	.398◎	.401◎	.346◎	-.276◎																								
8. Teachers	8	.397◎	.271◎	.419◎	.293◎	.306◎	-.183■	.476◎																							
9. My School Ability	9	.266◎	.281◎	.219◎	.510◎	.277◎	-.062	.411◎	.365◎																						
10. Punishment	10	.338◎	.088	.392◎	.279◎	.242◎	.014	.271◎	.327◎	.155■																					
11. A Job	11	.268◎	.147	.294◎	.387◎	.403◎	-.272◎	.334◎	.284◎	.342◎	.189■																				
12. Classmates	12	.063	.140	.042	.220◎	.365◎	-.010	.215◎	.246◎	.225◎	.214◎	.276◎																			
13. Trying Hard	13	.362◎	.285◎	.304◎	.502◎	.426◎	-.341◎	.336◎	.295◎	.510◎	.237◎	.521◎	.201◎																		
14. Mother	14	.161■	.254◎	.289◎	.390◎	.287◎	-.345◎	.563◎	.247◎	.299◎	.241◎	.317◎	.295◎	.354◎																	
15. Continuation School	15	.086	.171■	.178■	.265◎	.265◎	-.025	.305◎	.358◎	.268◎	.313◎	.271◎	.300◎	.256◎	.174■																
16. How I Would Like to Be	16	.223◎	.330◎	.132	.359◎	.365◎	-.235◎	.319◎	.282◎	.368◎	.150■	.327◎	.333◎	.424◎	.302◎	.242◎															
17. Graduating	17	.218◎	.284◎	.324◎	.469◎	.368◎	-.317◎	.440◎	.299◎	.415◎	.178■	.518◎	.205◎	.497◎	.405◎	.323◎	.455◎														
18. Grown-ups	18	.384◎	.260◎	.425◎	.293◎	.388◎	-.133	.577◎	.492◎	.388◎	.458◎	.332◎	.205◎	.289◎	.368◎	.282◎	.284◎	.344◎													
19. Quitting School	19	-.244◎	-.109	-.168■	-.358◎	-.128	.466◎	-.278◎	-.232◎	-.209◎	-.026	-.164■	.096	-.317◎	-.120	.034	-.264◎	-.391◎	-.149■												
20. Dating	20	.028	.209◎	.062	.385◎	.288◎	-.230◎	.298◎	.125	.396◎	.041	.451◎	.250◎	.348◎	.299◎	.175■	.491◎	.511◎	.157■	-.126											
21. Father	21	.147	.152■	.107	.122	.210◎	.030	.437◎	.295◎	.334◎	.091	.325◎	.285◎	.232◎	.272◎	.125	.284◎	.205◎	.393◎	.005	.290◎										
22. My High School Counselor	22	.302◎	.232◎	.281◎	.352◎	.320◎	-.190■	.354◎	.424◎	.363◎	.305◎	.308◎	.358◎	.385◎	.267◎	.427◎	.426◎	.382◎	.382◎	-.141	.347◎	.306◎									
23. How My Class Sees Me	23	.255◎	.222◎	.142	.354◎	.289◎	.039	.261◎	.236◎	.474◎	.151■	.326◎	.263◎	.343◎	.264◎	.169■	.422◎	.285◎	.276◎	-.168■	.293◎	.338◎	.264◎								
24. My Future	24	.271◎	.206◎	.174■	.306◎	.212◎	-.196◎	.260◎	.213◎	.404◎	.136	.510◎	.256◎	.425◎	.355◎	.277◎	.335◎	.361◎	.207◎	-.111	.384◎	.285◎	.238◎	.406◎							
25. Mexican-Americans	25	.114	.252◎	.102	.082	.255◎	.022	.249◎	.116	.239◎	.166■	.250◎	.259◎	.262◎	.292◎	.293◎	.294◎	.391◎	.254◎	-.122	.251◎	.288◎	.309◎	.158■	.268◎						
26. Smoking	26	-.304◎	.121	-.195◎	-.139	.045	.177■	-.046	-.224◎	-.064	-.116	.030	.073	-.015	.006	.081	-.087	.025	-.135	.305◎	.244◎	.038	-.012	-.006	.090	.138					
27. My Family	27	.193◎	.217◎	.223◎	.307◎	.332◎	-.120	.600◎	.242◎	.280◎	.153■	.295◎	.217◎	.251◎	.477◎	.289◎	.322◎	.302◎	.355◎	-.057	.273◎	.441◎	.358◎	.335◎	.282◎	.287◎	.091				
28. My Best Friends	28	.134	.259◎	.251◎	.330◎	.450◎	-.161■	.317◎	.274◎	.321◎	.209◎	.411◎	.453◎	.405◎	.331◎	.335◎	.440◎	.468◎	.211◎	-.134	.399◎	.216◎	.445◎	.336◎	.387◎	.443◎	.059	.356◎			
29. Anglos	29	.080	.249◎	.112	.135	.180■	.074	.257◎	.201◎	.250◎	.081	.207◎	.145	.302◎	.163■	.206◎	.282◎	.269◎	.151■	-.004	.288◎	.233◎	.201◎	.199◎	.328◎	.269◎	.017	.261◎	.373◎		
30. My Neighbors	30	.284◎	.119	.193◎	.228◎	.300◎	-.081	.215◎	.294◎	.216◎	.312◎	.351◎	.194◎	.261◎	.138	.200◎	.272◎	.257◎	.441◎	-.010	.082	.193◎	.297◎	.277◎	.316◎	.151■	-.024	.108	.229◎	.182■	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

TABLE XVIII

INSTRUCTIONAL PREFERENCE SCALE (IPS) SAMPLE

TABLE XVIII

INSTRUCTIONAL PREFERENCE SCALE

TEACHERS: Please read the following instructions aloud to your class.

"This is a short test to find out what you like and don't like about your school experiences.

We ask you to be completely honest. We don't want to know who takes the test. No names or numbers are used, and students will collect the tests. We only want to know how you really feel.

You will receive 1/5 of a contract credit for taking this test.

On the test there will be an item and a place to mark how you feel about it on a scale. Check whether you strongly like it, like it, if you are indifferent, if you dislike it, or strongly dislike it.

For example:

	strongly like	like	indifferent	dislike	strongly dislike
School		✓			

If you liked school, you would place a check mark in the square under "like", as above. Your teacher will now work a few examples on the board.

Your teacher will read the test items aloud as you go along to help you over some of the more difficult words. You will not be able to stay too long on any one item for you will have just 10 seconds to mark down your first feeling.

Now turn to page 1 of the test."

INSTRUCTIONAL PREFERENCE

SCALE

	strongly like	like	indifferent	dislike	strongly dislike
1. Textbooks					
2. Counselors					
3. Field trips					
4. Lectures					
5. Films					
6. Paperback books					
7. Classes with less than 10 students					
8. Magazines					
9. Filmstrips					
10. English classes					
11. Contracts					
12. Programmed materials					
13. Teachers					
14. Math classes					
15. Workbooks					
16. Classes with about 30 students					
17. Newspapers					
18. Teaching machines					
19. Libraries					
20. Working by yourself					

	strongly like	like	indifferent	dislike	strongly dislike
21. Science classes					
22. Principals					
23. Summer school					
24. Remedial reading classes					
25. Teaching games					
26. Tapes & recordings					
27. History classes					
28. Television teaching					
29. Classes with more than 40 students					
30. Industrial arts classes					
31. Tests & quizzes					
32. Business classes					
33. Writing papers					
34. Class discussions					
35. Speaking before the class					
36. Listening in class					
37. Doing research					

	strongly like	like	indifferent	dislike	strongly dislike
38. Working at own speed					
39. Doing reports					
40. Homework					
41. Taking notes					
42. Doing projects					
43. Redoing work					
44. Help from teachers					
45. Honor rolls					
46. School sports					
47. Teacher's praise					
48. Advice from teachers or counselors					
49. Suspension					
50. Home calls by teachers					
51. School dances					
52. Clubs					
53. Awards					
54. Assemblies					
55. Good grades					
56. School newspapers					
57. Going into the military					

	strongly like	like	indifferent	dislike	strongly dislike
58. Teacher's criticism					
59. Swats					
60. School plays					
61. Parent conferences					
62. School bands and glee clubs					
63. High school diploma					
64. Detention					
65. Going to college					
66. Report cards					
67. Student government					
68. Dressing the way you want at school					
69. Getting a job					
70. Bad grades					
71. Smoking at school					
72. Going to trade school					
73. Chewing gum at school					
74. Getting out of seat without permission					

	strongly like	like	indifferent	dislike	strongly dislike
75. Eating in class					
76. Students deciding what to study in class					

TABLE XIX

TEACHER EVALUATION SURVEY (TES)

1. Survey Sample
2. Letter of Explanation to Valley High School Faculty

TABLE XIX, 1
TEACHER EVALUATION

- I. Over View of Testing Situations
  - A. Student Response
    - 1. Cooperation Level
      - a. Excellent
      - b. Good
      - c. Fair
      - d. Poor
      - e. Resentful
    - 2. Reaction To Unusual Routine
      - a. Enjoyed it
      - b. Tolerated it
      - c. Indifferent to the disruption
      - d. Rejected it (left school)
  - B. Teacher's Presence
    - 1. Vital
    - 2. Helpful
    - 3. Made little difference
    - 4. Unnecessary
    - 5. Detrimental
  - C. Reward System
    - 1. Motivational Value
      - a. High
      - b. Some
      - c. Little
      - d. None
      - e. Produced negative output
    - 2. Recommended Reward
      - a. Contract

- b. Monetary
- c. Earned time off from school
- d. Verbal praise
- e. No reward - testing required
- f. Specify ______________________________

D. Noticeable Side Effects

1. Student Interest
    - a. In reason(s) for testing
    - b. In test results
    - c. In participation in entire test battery
    - d. No interest in test purpose
    - e. No interest in test results
2. Student Attendance
    - a. Increase of those tested
    - b. No changes
    - c. Decrease of those tested
    - d. Increase of those who heard of testing via grapevine
    - e. Decrease to avoid any test participation
3. Classroom Behavior
    - a. Productivity enhanced
    - b. Increase in behavioral disturbances
    - c. Decrease in behavioral disturbances
    - d. Increase in cooperation
    - e. Decrease in cooperation

E. Teacher Reactions

1. To research project as a whole
    - a. Enjoyed participating and felt useful
    - b. Enjoyed participating, but not consulted enough

    - c. Enjoyed participating but disruptions outweighed the gains
    - d. Would have preferred usual teaching assignment
  2. To teacher-function as part of the project
     - a. Feel research is a vital part of education, and was glad to assist as part of teaching assignment
     - b. Feel research is a vital part of education, but feel that the increased demands on teaching assignment warrant additional compensation
     - c. Do not feel research belongs in the school setting with teachers as active participants during normal school day

F. To Test Result Validity

  1. Valid because of reward system
  2. Valid and would have been so even without reward system
  3. Partially invalid
  4. Mostly invalid

II. Assessment of Individual Tests

Answer "Yes", "No", or "Maybe" in each box:

	SOCIO. QUEST.	MOWI	CAT	PHYS. PROF.	WRAT
1. Do you think students enjoy taking this test?					
2. Was the test too long?					
3. Were the instructions clear?					
4. Is the language level appropriate?					
5. Is the reading level appropriate?					
6. Did the student prefer this test to the others given?					
7. Do you feel the students answered this test honestly and to the best of their ability?					
8. Were students at ease answering this test?					
9. Were you at ease answering this test?					
10. Did the boys seem more cooperative on this test?					
11. Did the girls seem more cooperative on this test?					

CONTINUATION EDUCATION SYSTEM DEVELOPMENT PROJECT

- **LA PUENTE UNION HIGH SCHOOL DISTRICT**
- **455 N. Glendora Avenue**
- **La Puente, California 91744**
- **(213) 968-2114 or 336-6405**

LEON EAST
Project Director

TABLE XIX, 2

LETTER OF EXPLANATION TO VALLEY HIGH SCHOOL FACULTY

Dear Colleague:

We would appreciate knowing your specific evaluation of the recent tests given your students.

Your answers will help formulate a practical structure for all future examinations, and provide understanding and insight to test administrators.

Please indicate your responses by circling the appropriate letter or number on the questionnaire. Feel free to make additional comments as you desire.

Thank you for your helpful cooperation.

J. Alan Jensen
Behavioral Analyst

/lm

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